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ABSTRACT

Intended for teachers and administrators in special education, the curriculum guide offers information on planning a health education program for emotionally disturbed or learning disabled children in intermediate grades. Sections preceding the actual guide include information on specific goals of and elements necessary for a successful health education program, the philosophy and implementation of a school health program, and a curriculum overview. Units are presented in outline form for the following topics: nutrition; sensory perception; dental health; health status and disease prevention and control; drugs, alcohol, and tobacco; mental health; family life; consumer, environmental, and public health; and safety and first aid. Each topical unit consists of five basic parts--overview and objectives (a brief orientation to the philosophy regarding the unit), concepts (necessary background material for behavioral change), content outline, learning and evaluative activities, and resources (including books, films, pamphlets, and games.) (SB)

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HEALTH EDUCATION FOR SPECIAL CHILDREN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BOARD OF COOPERATIVE EDUCATIONAL SERVICES

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Dear Special Educators,

A comprehensive health curriculum is a must in the education of exceptional children. Excepting the three "R's", health is probably the most functional of the skills we can attempt to teach special children. Through coordinated efforts, from the primary level to the high school level, proper habits and attitudes can be developed.

When this curriculum guide is implemented, with the vigor characteristic of the Special Educators in our county, there is no doubt that this guide will help provide improved health education in our county and serve as a source of continuous and sequential health education planning. The teachers, however, who employ the guide in their everyday instruction will give the curriculum its ultimate test.

We appreciate the cooperation and coordination that has taken place to make the health curriculum a vital part of the Special Education program in Cortland County. The format in which the curriculum is presented is most useful and provides many ideas to teach content.

It is only through evaluation by those in the field that enables any curriculum to be fully and successfully implemented. Please feel free to contact us if you have any concerns, questions, or suggestions for improvement of the "Health Education for Special Children." This curriculum is a good beginning, but only a beginning to be refined as dictated by the experience of the teachers who utilize it.

Sincerely yours,

George E. Freebern

George E. Freebern, Director
Special Education

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Forward

Health Education For Special Children is the culmination of workshops funded by the Division of Drug and Health Education and Services, State Education Department, and sponsored by the Cortland-Madison BOCES. It reflects the concerted efforts of many persons. The knowledge and expertise of the individual curriculum developers/writers are most worthy of recognition.

This health curriculum guide for special education students is an outgrowth of the health education guides which were developed during the summer of 1974 for use in regular public school classes within this BOCES district.

The eventual mainstreaming of some handicapped children helped to govern much of the material included. Therefore, the activities in each unit were varied enough to provide for individual differences among pupils. The result has been that the content of the units written specifically for emotionally disturbed or learning disabled children, and educable mentally handicapped children was able to follow quite closely the content of the original guides. References should be made to the original guides, therefore, for additional related activities.

To the writing team's knowledge, this is the first comprehensive curriculum created with the special child in mind. It will provide the teacher with many ideas and resources. However, there is always room for modification and suggestions for improvement, any are welcomed.

The specific goals of a health education program can be as many and varied as life itself. However, optimal health is dependent upon the interactions of knowledge, attitudes and behavior. The health education program should establish an approach to concepts, generalizations, understandings, facts, values and applications, basic skills, and decision-making processes which can serve as keys to good physical, mental, social, emotional, and spiritual well-being. All participants in the school health education program, including teachers and administrators as well as students, should be assisted in working towards:

1. Acquiring an understanding of his own physical, mental and social health.
2. Developing responsibility toward his own and community health.
3. Acquiring an understanding that the goals of good health result from individual practices and maintenance of those mental, physical, and social habits selected as desirable and good by society and the individual.
4. Acquiring an appreciation of the value of a healthful life.
5. Encouraging systematic development of individual human potential for health, growth and happiness.

These are certain elements necessary for success of a health education program that cannot be written into a curriculum guide. These essential elements come from within the individuals responsible for implementing and carrying out the program:

1. Commitment on the part of administrators and teaching staff to a belief in the value and potential of health education is most important.
2. In view of the definition of health in terms of its psychological, physiological, sociological aspects, there needs to be, more than in any other curriculum area, a willingness to work together and lend support in setting up and maintaining a good school health education program - one which is prevention-oriented and clearly above and beyond the minimal requirements for drug and health education as delineated in the Rules of the Board of Regents and the Regulations of the Commissioner of Education.
3. It is possible to improve the classroom experiences of health education students through sincere desire by all directly involved to utilize to the greatest advantage appropriate resources (including those of a human nature) and/or other quality teaching aids, materials and devices which are made available.
4. Support for the concept of student participation and involvement in their own learning is a most meaningful part of a sound health education program. Provision should be made for a diversity of learning approaches including extension of learning into multi-community settings.

A Statement on Philosophy of the School Health Program

Health is an integral aspect of every phase of life. Without health man cannot function effectively in his society. Health can, therefore, be considered not only biological, but psychological and sociological well-being as well.

The School Health Program, which includes all functions and services designed to promote the optimum health in each child, is a flexible blueprint aimed at assisting students in developing into independent, responsible adults. It would seem that no one, be it student or adult, can be independent and responsible unless he is equipped with the health necessary to be so; health that is, in part, imparted by knowledge and understanding of the forces which is for this reason that, with the guidance of State legislation and the local Board of Education, the School Health Program endeavors to supplement parental responsibility in this realm. The effective and flexible program must originate with the needs and interests of the individual. From this basis, it should continue to meet the needs of the family, community, nation, and the world...

As a result of imparted knowledge, understandings, and good health habits and attitudes, we would hope to kindle, promote, and help each child achieve a state of physical, social, emotional, intellectual and spiritual well-being that would be conducive to such academic learning as the student was capable of acquiring. In short, we aim at helping the student to "become all he is capable of being." This is based on the assumption that health, not being an end in itself, is a means to an end ---- a happy, fruitful life.

Implementation of a School Health Program

Whatever the organizational plan, the only significant test of its worthwhileness is the effect which it brings to bear on the total educational program or the opportunity which it affords children to learn.

When the School Health Program is being established or adjusted, certain guidelines or basic principles, if adhered to, will help to insure its success. These are as follows.

1. Develop it gradually rather than superimposing it abruptly.
2. Though idealistic in its announced goals, it is realistic in its current performance.
3. It fosters continuous communication between all school staff members.
4. Special facilities are at its disposal.
5. It is interwoven with the instructional program.
6. It brings its services to every student, not just to those in distress.
7. It plays an important role in the school's public relations program.
8. It is constantly engaged in a process of self-examination.
9. It insures a balance in services it offers pupils.

Once the program is ready to be established, there are certain general fundamentals which should be considered in its administration:

1. There should be centralized control to assure efficient and effective functioning of the total program.
2. Adequate budgeting of finances to provide necessary salaries, supplies, and equipment should be carried out.
3. There needs to be proper coordination of various divisions, departments, and areas.
4. Selection of teachers and health specialists should be based on the best qualifications for the particular school and community.
5. Allotment of sufficient time in the school curriculum for the health program to function effectively is a necessity.
6. Definite assignment of duties and responsibilities to teachers, health specialists, and administrative assistants is a must.
7. Organization of a health teaching program should be on a school-wide basis.
8. Consideration of legal provisions, state and local laws, and requirements pertaining to and affecting the School Health Program and pertaining to special children should not be neglected.
9. Provisions should be made for assuring maintenance of the school plant and facilities in a sanitary and hygienic manner.
10. Special measures are necessary to recognize and provide for individual physical, mental, emotional, and social differences of students.
11. Methods and plans for safeguaring the health of teachers, as well as of students, should be an integral part of the plan.
12. There should be constant and thorough evaluation of the total School Health Program.

Curriculum Overview

One area of study which is often lacking for special education students is that of health education.

The overall goal of this curriculum is to assist in developing individuals with the competency to function well in society and the ability to cope with the social, physical, emotional, intellectual, and spiritual dimensions of man. This goal seeks to aid in the discovery of self in relation to others in society and in the world and to implement the concept that decision-making is best where each individual has adequate information and experiences upon which to base his decisions. Decision-making is a cumulative process which results from a growing awareness of self and a growing awareness of the healthful alternatives which the health education process provides.

This guide is a vehicle for preventive education, acknowledging that a primary task of the school is development of positive self-concepts, helping students obtain control over their own lives, and maximizing their health potentialities. It offers a curriculum which helps each individual examine the meaning and value he desires health to have in his life and the life style he envisions necessary to implement his desires and values. It represents curriculum designed to fulfill personal needs and interests based on varied ability levels via being meaningful and relevant to students preparing to live healthful, productive and rewarding lives.

This rationale is based on concepts which provide for increasing levels of information and experiences related to physical, psychological, and social development as grade level increases. There is decreasing breadth, but greater concentration of information and experiences in various areas of health education and maturity levels increase providing a continuous and cumulative effect rather than a disjointed one.

Health Education should:

1. Represent a major part of a life-long educational process.
2. Exist for benefit of all students.
3. Represent a process that begins informally during pre-kindergarten years and continues throughout adulthood.
4. Involve total school/community efforts.
5. By its basic nature, revolve around developing a meaningful, satisfying and healthy life.

This particular guide represents one level of a planned, unified and comprehensive K-12 health education program for special children designed to:

1. Meet the needs of all students.
2. Be sequential, building on developmental tasks at each level.
3. Be flexible in order to facilitate implementation on a county-wide basis.
4. Include objectives and learning experiences for assisting in the decision-making process.
5. Be easily updated, due to its format, via replacement of pages upon their obsolescence.

Each topical area or unit consists of five basic parts:

1. Overview and Objectives
2. Concepts
3. Content Outline
4. Learning and Evaluative Activities
5. Resources

The unit overview gives a brief orientation to the philosophy regarding the unit. The outline of objectives reflects the cognitive, affective and psychomotor domains. They signify specific ways students should be able to think, feel, and act, after completion of the unit of study.

The concepts and supporting content outlines provide necessary background material for behavioral change. Coordinated with these are suggested resources and learning and evaluative activities from which student experiences may be selected in order to promote desired behavioral changes. These resources are not only for students, but also include materials which are too difficult for students' personal use, but valuable for teachers in the preparation of lesson plans.

Included among the resources are films which are usually listed with a reference to their Cortland-Madison BOCES number. To locate the producer/distributor, the teacher should consult the NIGEM Index of Films, which is available in most BOCES buildings or other film centers. Of course, any film or material must be previewed and carefully integrated with classroom activities in order to be of maximum effectiveness.

The curriculum guide contained herein is specifically designed to be descriptive and adaptable in order to allow for variations in school systems, teachers, classes and special education students. The teacher may not be able to expect students with certain disabilities to be able to spell correctly or write explanations, if at all, but by repetition as required the student should be able to learn eventually to pronounce and understand the important vocabulary words. The interaction of content and process in health education should lead to the development of problem-solving behavior which can be used flexibly and in a variety of situations. The goal, therefore, is to move as much as possible beyond fragmented and memorized information to the level where concepts are developed and internalized. To this end the teacher may want to draw upon activities from one unit to reinforce the objectives of another, or to use these activities as a point of departure in devising new ones.

Content Overview

Teachers need to be very flexible and ready to adapt the learning experiences to individual learning capabilities. Some of the students who may read and write very poorly can be expected to be very curious and verbalize fairly well regarding health topics presented.

Certain special education students, such as the educable mentally retarded and the trainable mentally retarded, may have very little ability to transfer learning. Words may have to be explained repeatedly in terms they can understand. Any audio-visual materials employed must be carefully screened prior to use and discussed after use to make certain the pupils understand the vocabulary and concepts presented. Emphasis should be placed on learning major concepts not facts that students won't be able to retain. The teaching techniques and extent or depth of coverage of material is governed to a considerable degree by the types and degree of handicaps of the children involved.

Remember that the mentally handicapped child or adult is not very different from any other human being. First, this individual is a human being, and only secondly does he have a handicap. His basic needs are as great as anyone else's, but his difficulties in learning, relating and coping may be greater. His behavioral manifestations may be inappropriate and because of this so-called negative behavior, his problems are great.

Teaching anything to those with learning problems requires special skills and understanding. Their needs are often more individually demanding; and it is usually more difficult to communicate with them. In preparing this guide, the writers were especially conscious of the tremendous range of special education students' abilities to learn. There are handicapped individuals who are barely distinguishable from the so-called "normal" members of society. And there are those whose handicaps are so extreme that they may never learn to perform simple tasks of self-care such as eating or dressing. The writers of this guide assume that the special education teachers using it already have an understanding of the similarities and differences of their students compared to those students without learning problems. Therefore, any reference to types and/or classifications of handicaps is generally avoided.

NUTRITION

OVERVIEW

As children reach the ages of nine, ten and eleven, they become more and more conscious of the behavior of those around them. Seeing a classmate eat a creme-filled, marshmallow-covered cake for lunch is about as potent a stimulus to imitation as any available.

How does the teacher of the severely mentally handicapped child help him cope with the temptation to spend that hard-earned money, which by this age may jangle in his pocket, on soft drinks, candy bars, and potato chips? When the child is not allowed in the kitchen at home because he "gets in the way," how does he learn to prepare the foods which he should be eating as an adult? When parents don't know what alternatives to high-priced meats are available, and in adequate supply to even those on the most restrictive budget, what is the child to do?

Here is an opportunity to help not only the special education students, but in some cases, even their families, by taking a new approach to nutrition education.

Nutrition education should be stressed with all children, particularly those for whom partial independence is a realistic educational goal.

OBJECTIVES

1. Demonstrate a knowledge of the relationship of good nutrition, adequate sleep and physical activity to the body's growth and development.
2. Discover and evaluate how behavior while eating can influence body processes in both a negative and positive manner.
3. List and describe methods for handling and preserving foods. Demonstrate their application to consumer use.
4. Differentiate among varieties, forms and sources of food.
5. Compare the relationship between the foods eaten and the body's health, growth and development.
6. Distinguish between those factors which encourage and discourage individuals from eating certain foods.
7. Demonstrate a willingness to eat a variety of foods, both familiar and unfamiliar.
8. Compare the similarities and differences among families relative to the types of foods eaten and the manner in which they are prepared.

9. Develop acceptable criteria and apply knowledge of proper nutrition in the selection of foods.

10. Cite examples of social and emotional influences on nutritional behavior.

11. Analyze some of the consequences of poor food selection and eating patterns.

12. Compare the required quantities of nutrients and how they vary for each individual based on his: sex, age, growth, activity, and environment with the understanding that all people need the same nutrients.

13. Describe various ways in which the nutritional value of foods can be preserved.

14. Explain examples of social and emotional influences on nutritional behavior.

15. Plan and understand the preparation of nutritious meals and snacks.

16. Recognize, examine and evaluate the growing problems of obesity at all age levels.

17. Relate how temporary and long standing health problems can result from improper food selection and eating patterns.

MAJOR CONCEPTS

1. Optimal growth is dependent on personal health practices and wise decisions.
2. A variety of food assures good nutrition.
3. Food is used for many reasons and food intake and output is basic to the development of a sound body.
4. Growing regularly is a sign of health.
5. All living things need food in order to grow.
6. Some foods may be better for the body than others.
7. Many kinds of food are available from which to select an adequate diet.
8. Certain behavior while eating is important to enjoying and getting the most out of your meals.
9. Keeping food clean is important.
10. Our senses of taste and smell affect our selection of food.
11. Different foods come from a variety of places.
12. The packaging and preservation of food is important to keep them healthful.
13. Work efficiency depends upon adequate food intake.
14. Every food has a story.
15. Observing proper table manners helps make meals pleasant for everyone.
16. One's feelings and emotions affect digestion of food.
17. Certain processes make modern-day eating a safe, varied and interesting part of living.
18. Many steps are being taken to solve world food problems.
19. Good nutrition is the individual's basic responsibility.
20. The foods you eat today have a far-reaching effect on the body physically and emotionally.
21. Food choices need to be distributed wisely among meals and snacks.
22. Patterns of selecting and eating foods are determined by many factors - cultural, economic, mental, physical and social.

CONTENT OUTLINE

I. What is Food?
   A. Need for water and food
   B. How food affects how we feel
   C. Different kinds of foods
   D. Where different foods come from

II. Functions of Foods in the Body
   A. Building body tissues and muscles
   B. Preventing disease
   C. Building strong teeth and bones
   D. Providing energy and heat
   E. Aiding in elimination

III. Nutrients and Their Functions
   A. Proteins
      1. Build and repair body tissues
      2. Supply heat and energy
   B. Carbohydrates
      1. Supply heat
      2. Provide energy
   C. Fats
      1. Supply heat
      2. Provide energy
   D. Vitamins
      1. Regulate body processes
      2. Maintain health (prevent deficiency diseases)
   E. Minerals
      1. Build and repair body tissues
      2. Regulate body processes
   F. Water
      1. Regulate body processes
      2. Build body tissue

IV. Sources of Nutrients
   A. Protein
      1. Milk
      2. Meat group
   B. Carbohydrates
      1. Breads and cereals
      2. Vegetables and fruits
      3. Sweets
   C. Fats
      1. Butter and margarine
      2. Oils
   D. Vitamins and minerals
      1. In all good groups
      2. In varying amounts

V. Planning for Good Nutrition
   A. Selecting from the Basic Four food groups for simple meal planning
   B. Good snacks versus empty calories
   C. Comparing nutritive value of foods and their prices
   D. Type A School Lunch Program
   E. Vulnerability to Food Fads

VI. Food is Used for Building
   A. Needed for growth
   B. Growth is at different rates
   C. Cells (building blocks of the body) need food in order to grow, repair or replace themselves

VII. Food is Used for Pleasure
   A. Favorite foods
   B. Food as a part of pleasurable (happy) situations

VIII. People Eat Many Different Kinds of Food
   A. Different ways of eating different kinds of foods in different parts of the world
   B. Choosing what to eat from what is available to us
   C. Eating a variety of different foods
   D. How our senses affect our selection of foods
   E. Influence of environment and custom on what we eat.

IX. Proper Care of Foods (keeping food and water clean and free from harmful "germs")
   A. Processing to prevent spoiling
      1. Canning
      2. Drying
      3. Preserving
      4. Freezing
      5. Refrigeration
   B. Desirable practices in preparing, serving and storing foods

X. Importance of Keeping Food Clean
   A. Necessity for handwashing
   B. Using clean eating utensils
   C. Washing raw fruits and vegetables prior to eating
   D. Not sharing same piece of food with other people or pets

XI. Reasons for Eating
   A. Maintain life
   B. Promote growth
   C. Keep healthy
   D. Satisfy hunger
   E. Satisfy habit
   F. Enjoyment

XII. Digestion
   A. Basic structure and function of digestive tract
      1. Mouth
      2. Stomach
      3. Small and large intestines

B. Basic structure and function of accessory organs
    1. Pancreas
    2. Liver
    3. Gall bladder

XIII. The Far-reaching Effect Foods Eaten Today Have on the Body Physically and Emotionally
    A. Teenager's eating habits
    B. Emotional problems related to diet
        1. Over-eating, overweight, underweight
        2. Skin problems of adolescence
    C. Physical performance
    D. Adequate rest

XIV. The Individual's Responsibility For Making Mealtime Pleasant and Harmonious
    A. Importance of togetherness at family meals
    B. Pleasant conversations and surroundings
    C. Good table manners

XV. Government Action to Protect from Unsafe Food Practices
    A. Nutritional quality control
        1. Standards for enrichment and fortification
        2. Abuse of advertising
    B. Sanitary quality control
        1. Federal Food and Drug Administration (FDA)
        2. Local inspection of eating establishments

LEARNING AND EVALUATIVE ACTIVITIES

1. Observe growth of seeds and plants in soil; use soil with insufficient nutrients, adequate nutrients and too many nutrients.

2. Make a trip to the farm, pet store or zoo; ask farmer, store or zoo manager about foods the animals eat.

3. Discuss what makes us hungry.

4. Draw pictures of where people eat; home, school, picnics, parties.

5. Look at onion cells under a microscope. Relate to our body cells. Use charts to show how cells divide.

6. Keep height and weight charts for individual comparison at 3 month intervals.

7. Keep charts of self-testing physical activities (jumping, throwing, etc.)

8. Dramatize good posture.

9. Make cut-out figures to show good and poor posture.

10. Practice good posture in games, marching and other activities.

11. Observe eating habits of pets; note differences between large and small animals, if any.

12. Discuss: Bears need to eat when they hibernate; we work better if we eat breakfast: babies are less chubby after they learn to crawl and walk; we are not hungry when we are sick; we are very hungry when we get well.

13. Elect a host or hostess for the tables at lunchtime. Discuss their responsibilities.

14. Discuss lunches or lunch menus:
    - What foods did they eat today that the cow gave?
    - Did they have any foods that grew underground?
    - Did they have any foods that grew on a tree, on a vine?
    - Did they contain food from the Basic Four food groups?

15. Construct a food train made from cartons composed of an engine and four cars. Each car should be designated as one of the basic four food groups. Make models of wide variety of foods and place in appropriate car.

16. Have tasting parties with simple party foods: peanut butter confections, no-bake cookies, fruit jello, etc. Make place mats and decorate tables. Form committees to carry out your party (setting up, serving, clean-up, etc.).

17. Visit a fruit and vegetable stand, meat market, bakery, or dairy store. Follow-up the visit with some of the following evaluative experiences:
    Make a chart depicting the vegetables that: grow above the ground; grow below the ground; that have leaves; are red, yellow, white, etc. Develop a bulletin board of fruits that grow on bushes, vines, trees. Visit the lunchroom to ask about the different types of bread that are baked for school lunches: corn bread, muffins, baking powder biscuits, yeast rolls, sweet rolls, etc.
    Make a chart depicting foods which come from animal and poultry sources.
    Make a chart of fruits and vegetables available in your community. Check those you have learned to eat this year.

18. Have a play store using stand-up pictures. Shop for foods, or stock with empty cans and boxes.

19. Make a "good foods" booklet. Show a variety of foods from the basic four food groups.

20. Make a food chart showing balanced meals from the basic four groups.

21. Make simple food mobiles from construction paper.

22. Collect samples of cereal grains in plastic bags to display on bulletin board.

23. Discuss: Foods good for snacks.

24. Discuss the place of candy and sweet foods in the diet.

25. Visit a dairy to see how milk is pasteurized.

26. Make a chart showing the many forms milk can take (ice cream, cottage cheese, etc.).

27. Discuss preparation for meals (washing hands, cooling-off from play activities.

28. Demonstrate and discuss proper use of napkin at table. Discuss small bites, eating slowly, elbows on table, cheerful conversation, use of utensils.

29. Draw up list of good eating habits for bulletin board display.

30. Rub cotton on the floor, desks, etc. Examine and discuss eating food dropped on the floor.

31. Show how excitement and rushing relates to nutrition.

32. Discuss traditional holiday foods (at home and in other countries).

33. Do some eating, smelling, tasting, cooking experiments with children to explore new possibilities in food.

34. Make butter, bread, jello, applesauce in the classroom.

35. Serve a good breakfast in the classroom.

36. Give each child a paper plate and a magazine. Cut out pictures for a good lunch, breakfast or dinner, paste on plate, add placemat, plastic silver and beverage for an attractive poster.

37. Display the different ways you can buy food at the store. (Students may bring in empty cans, jars, boxes, etc.)

38. Experiment with bread to determine the need for keeping it wrapped. Put one slice in waxed paper and leave one slice exposed to air for 24 hours.

39. Locate on a map places where fruits and vegetables are grown. Show what methods are used to transport these items to our local food markets.

40. Plan with the school dietitian to have your class make one or more short visits to observe how foods are prepared. Follow-up with a group discussion of what the children saw.

41. Collect food labels; discuss what the label tells about food that is inside the container. (Weight, additives, artificial coloring.)

42. Visit the following and study the role each has to play in providing safe food to eat:
    Meat packing company
    Water treatment plant
    Canning factory
    Bakery

43. Visit a store. Ask the grocer about government inspection. Have the storekeeper tell and show how the food he sells is kept safe for people to use.

44. Make a floor puzzle of basic food groups.

45. List and discuss the foods eaten for breakfast this morning.

46. Role play ways to encourage a relaxed mealtime and ways to create tension during mealtime.

47. Discuss food intake of people involved in different occupations.

48. Discuss radio and television advertisements and family food likes.

49. List foods discovered in America.

50. List foods we have learned to eat which came to us from other countries.

51. List foods you dislike and find substitute foods supplying same nutritional value.

52. Visit the school kitchen to find out how they store foods to conserve nutritional value. (Refrigeration, freezer, cold, dry, etc.)

53. Discuss food fads and the problem of getting reliable information. Discuss how to tell the difference between food facts and misinformation.

54. List superstitions the pupils or their parents have about foods. Discuss where they think these ideas came from and whether they are based on sound facts. (Fish is a brain food, white eggs are better than brown, etc.)

55. Relate obesity to caloric intake and output. Determine how our body uses energy.

56. Discuss table manners and reasons why manners are used.

57. Discuss whether feelings of happiness or sadness influence digestion.

58. Discuss fear, hate and anger relating to digestion.

59. Discuss rest and relaxation in relation to digestion. Importance of moderate activities immediately after meals.

60. Study laws regarding enriching and labeling of processed food.

61. Discuss the advantages of each of the processes used to preserve food. (Cooling, canning, drying, dehydration, freezing, smoking, salting, pickling, freeze-dried, flash frozen.)

62. Expose a variety of foods to the air at room temperature. Note how long it takes for each kind of food to spoil. Discuss how these foods are "kept" when they are transported and when they are in stores. Identify the signs of food spoilage: odor, change in texture, change in appearance and color, and change in taste.

63. Observe under a microscope the growth of bacteria or mold that appears on spoiled food.

64. Make a bulletin board display of reasons why we eat (growth, energy, feel better, etc.).

65. Relate number of accidents, errors, misjudgments, to food intake.

66. Have a committee check plate waste for a week to determine what foods are not eaten in the lunchroom from both school served and home packed lunches. Discuss why these foods were not eaten; discuss how we learn to like foods.

67. Write about your favorite food. (Try to make it sound so tasty others will want to try it. Bring recipe to class for others to try. Tell its history and any related customs.)

68. Plan a Spanish menu, Italian menu, French menu, etc.

69. Make six different colored blocks of construction paper. Designate each one as a vitamin, fat, carbohydrate, water, etc. Build different foods with the blocks. Make comparisons.

70. Make a chart of the nutrients listing each one, telling what it does and what foods contain adequate amounts of them.

71. Discuss best ways of spending allowance money on food treats. Emphasize best time to eat snacks.

72. Choose a food such as milk or eggs or a favorite vegetable. Make a little book chart showing the many ways to serve this food, how the food aids in growth and development, etc.

73. Plan a "Food of the Week" campaign to introduce new foods or those seldom eaten.

74. Develop a class or individual recipe booklet to add to from time to time. Use recipes they've tried from their own camping or cooking experience or refer to Scout or Junior Cook Books.

75. Prepare sample breakfast, dinner, snack, and party menus. Compare with own daily intake.

76. Exhibit a display of healthful foods in school lunchroom.

77. Prepare charts or posters showing an infant, growing child, construction worker, a mother, a grandmother, etc. Discuss their individual food needs.

78. Demonstrate setting up a table, serving and clearing off.

79. Soak some dried food such as prunes, raisins, macaroni, milk and soup in water. Observe the effect on the food; permit the soaked food to remain exposed to the air at room temperature for several days. Discuss why this soaked food spoiled, but when it was dried it did not.

80. Organize a panel to discuss the values of enriching foods (milk, bread, cereals, juices.)

81. Test nutritional understanding by the following: two menus, each including favorite teenage foods - one balanced, one unbalanced. Have students choose which is nutritionally adequate and explain why.

82. Write a list of reasons for overeating, overweight, underweight.

83. Explain why an athlete eats an orange slice during a sport's activity.

84. Give the students a list of foods to determine which are used for quick energy, long term energy, growth and repair.

85. Have a mock family dinner.

86. Write an essay explaining why harmony at mealtime is vital for digestion.

87. Peer discussion of food fads.

88. Project a magazine ad and have students evaluate the emotional appeal and mis-advertising concepts.

RESOURCES

Books:

At the Bakery, Colonius, Lillian, Publishers, Inc., Chicago, Ill. 664.7 C

Food and Nutrition, Sebrill, W. H. and Haggerty, J. J.; The Life Science Library, Time, Inc. 613.2 S

How Foods Are Preserved, Banks, Marjorie Ann, Benefic Press Co., Chicago, Ill. 641.4 B

Introductory Nutrition, Guthrie, Helen, 2nd Edition, The C. V. Mosby Company, St. Louis, 1971

The Medicine Show, 1963, Consumer's Union, Part II (Chapters 13-17), Useful for food fadism and quackery, available through SEIMC

Natural Food, Fenton, Barbara, 1973

The Nuts Among the Berries, Ballantine Books, Inc. (Food Fadism and Nutritional Quackery), available through SEIMC

You Visit a Sugar Refinery and Fruit Cannery, Meshover, Leonard, Benefic Press Co., Chicago, Ill. 664.1 M

Films:

Adventure in Learning - Wheat, BOCES #842-2, black and white, 20 minutes

Big Dinner Table, BOCES #831-236, 11 minutes

Bread, BOCES (video cassette), 11 minutes

Chocolate, Why Is Chocolate Sweet?, BOCES (video cassette), 4 minutes

Countdown 4-3-2-1, BOCES #833-115, 30 minutes

Flim Flam Man, BOCES #833-118, 30 minutes

Food for Fun, BOCES #831-313, 10 minutes

Food: Story of a Peanut Butter Sandwich, BOCES #832-118, 15 minutes

Food Platform, BOCES #832-346, 20 minutes

Getting It All Together, BOCES #833-120, 30 minutes

Films - (Cont.)

Good Eating Habits, BOCES, #831-369, 11 minutes

Great Nutrition Turn On, BOCES #833-112, 30 min.

How a Hamburger Turns into You, BOCES #832-119, 19 minutes

I Am Joe's Stomach, BOCES (video cassette), 26 minutes

Look Inside Yourself, BOCES, #833-131, 30 minutes

Milk: From Farm to You, BOCES (video cassette), 13 minutes

Oranges: Where Do They Come From?, BOCES (video cassette), 4 minutes

Racer That Lost His Edge, BOCES #833-135, 30 minutes

What's Good to Eat, BOCES #832-199, 17 minutes

Where Does Our Food Come From?, BOCES #831-27, 11 minutes

Pamphlets:

About Food Germs, Channing, L., Bete Co., Greenfield, Mass.
Co-op Extension Service
Heart Association
Metropolitan Life Insurance Company
National Dairy Council

Filmstrips and Cassettes:

Breakfast and The Bright Life, BOCES #392-8

Breakfast Cereals in Today's Lifestyles, BOCES #392-11

Kits:

Apples and Health Poster and Good for Me and My Apple, teaching units, National Apple Institute, Suite 410, 2000 P. Street, N.W., Washington, D. C. 20036

Story of a Loaf of Bread, teaching unit for primary grades, Continental Baking Company, Home Economics Department, P.O. Box 731, Rye, N. Y. 10580

Game:

The Four Food Groups for Better Meals Game - BOCES #110-35

Posters:

American Institute of Baking, 400 East Ontario Street, Chicago, Illinois
Foodway to Follow
The Pack-It Meal

Dairy Council of California, 1095 Market Street, San Francisco, California
Child Feeding Posters
The Four Food Groups
My Lunch for a Happy School Day
We All Like Milk
What We Do Day By Day

Health Education Notebooks:

Nutrition Materials - BOCES #HN-19 includes:
The Big Four Daily Countdown, Delmonte Foods, Box 4007, Clinton, Iowa 52732
Follow the Milk, Dairy Council of N. Y., 12 pp.
Food Facts and Fun, Black Light, Inc., Co-operative Extension (Local unit), 14 pp.
Milk and You, Local Dairy Farmers, 15 pp.
Tomatoes Highlights, Delmonte Foods, Box 4007, Clinton, Iowa 52732
Versatile Vegetable, Green Giant Company, Home Services, 5601 Green Valley Drive, Minneapolis, Minnesota 55437

Charts:

Nutrition: Carbohydrates, BOCES #CH-1

Nutrition: Protein, BOCES #CH-2

SENSORY PERCEPTION

OVERVIEW

The senses keep us in touch with the world and tell us of our body's needs. Individuals need to be aware of the work and function of the five main senses -- and some additional senses. Likewise, the senses are related to that larger system of which they are a part -- the nervous system.

There are warning signs that tell us when the eyes and ears are not functioning properly and there are specific measures to be followed in caring for these sense organs. As the child reaches the ages of nine to fourteen, it is essential for him to have all his senses functioning optimally if they have not been before. At this age his academic accomplishment takes on new meaning, because as he assesses himself in comparison with others, the child develops a positive or negative reaction, the basis for a self image which will follow him to adulthood. For the child with an educational handicap, there will have been many negative experiences in the past, so the ability to use his senses as efficiently as possible in school is particularly important.

He is also becoming old enough to learn how to care for his sense organs himself. He can learn the rules for avoiding injury and infection, and the importance of regular checkups. He may now be able to care for any sensory aids he must use. Can he keep his glasses clean and free from scratches? Can he replace run-down batteries in his hearing aid? The responsibility will surely increase his appreciation of all he then sees or hears. Such understandings will also help to instill an appreciation for and consideration of others who must use such special aids.

OBJECTIVES

1. Identify what our senses are and what they do for us.
2. Show consideration of others who wear special aids or glasses.
3. Identify the sense organs.
4. Value the constant dependency on our senses.
5. Value the importance of proper care of the sense organs.
6. Identify the importance of vision and hearing for normal daily functioning.
7. Identify rules for protecting the sense organs from injury and infection.
8. Explain the need to correct or compensate for vision and hearing deficiencies.
9. Utilize all of the functioning senses to perceive one's surroundings.

MAJOR CONCEPTS

1. There are five main or special senses - seeing, hearing, smelling, touching, and tasting.

2. The senses keep us in touch with the world and tell us of our body's needs.

3. Some other "deep senses" within the body are the sense of balance, the kinesthetic sense, the senses of hunger and thirst.

4. Sensory nerves carry messages from the five main senses to special centers in the brain.

5. Healthy eyes and ears are important to our overall well-being and learning ability.

6. The eyes are protected naturally by the bones of the skull, the eyelids and eyelashes, and by tears.

7. The hearing apparatus is protected, basically, by the skull and outer ear parts.

8. Sharp or pointed objects, in particular, may injure delicate body parts such as eyes and ears.

9. Proper medical care of colds and other illnesses can prove helpful in maintaining healthy eyes and ears.

10. Blowing the nose properly will reduce the rusk of damaging the middle and inner ear.

11. Screening tests provide a means of detecting vision and hearing difficulties.

12. Proper lighting and viewing position can do much to avoid undue eye fatigue.

13. Small particles of foreign material which sometimes lodge beneath the eyelids require special attention and children should seek help from an adult in removing them.

14. We sense the four main tastes - bitter, salty, sweet and sour - on different parts of the tongue.

15. Special nerve endings in the skin send messages to the brain so it can interpret what we are touching.

16. Our nose helps us to smell as we breathe in air.

17. Eyeglasses can help correct near-sightedness, far-sightedness and astigmatism.

10. Practice the proper care of the sense organs.

11. Analyze the general structure and function of the sense organs.

12. Describe the characteristics of and the necessary adjustments made in relation to sensory defects.

13. Value the importance of and cooperate in the periodic testing for vision and hearing.

14. Relate the role of sensory perception to general health.

15. Describe the role of hearing aids and corrective lenses and demonstrate a willingness to wear any prescribed aid or glasses.

16. Show that the sense organs are protective measures against the dangers in our external environment.

17. Analyze common sensual disorders.

CONTENT OUTLINE

I. Sensing the World Around Us
   A. Brain gives meaning to senses through the nervous system
   B. Uses of the senses
   C. How the senses work together

II. Special Senses
   A. Vision (sense of sight)
      1. Parts of the eye
      2. How we see
      3. Common vision problems
         a. Near-sightedness (myopia)
         b. Far-sightedness (hyperopia)
         c. Astigmatism
         d. Cross eyes (strabismus)
         e. Amblyopia
         f. Conjunctivitis
      4. Color perception
         a. How we see color
         b. Color perception defects
         c. Color perception tests
      5. Visual acuity tests
      6. The development of vision
      7. Care of the eyes and vision
         a. Eye disorders
         b. First-aid for eye injuries
         c. Eye care and general health
   B. Hearing (sense of sound)
      1. Parts of the ear
      2. How we hear
      3. How the ear helps maintain balance
      4. Common hearing defects
      5. Tests of hearing
      6. Care of the ears and hearing
   C. Touching
      1. Skin sensations
         a. Pressure, touch, pain
         b. Heat and cold
      2. How skin sensations help us
   D. Tasting and smelling
      1. Taste buds in the tongue
         a. Bitter
         b. Sweet
         c. Sour
         d. Salty
      2. How we taste
      3. Cells for smelling in the nose
      4. How we smell
      5. Care of organs of taste and smell

III. Another Sense - Responsibility
   A. Safety and protection of our senses
   B. Sleep and rest
   C. Participation in screening procedures
   D. Exercise for good general health

1. Make a bulletin board on the five senses. Teacher provides name and picture of part of body (eye, ear, nose, etc.). Child provides pictures of something to see, hear, etc.

2. Dramatize situation of a family viewing TV; (seating, lighting, length of time, distance, etc.).

3. Touching game: (Objects with different textures and feels are presented to blindfolded child who guesses what he has touched.) Other versions of the above include the: Smelling game, Hearing game, Seeing game, and Tasting game.

4. Make pictures for bulletin board, "Your Eyes: Some Do's and Don'ts" or "Your Ears: Some Do's and Don'ts".

5. Play game "Sharp Eyes": Have children make a circle standing close to each other, with hands behind their backs. One child is in the center of the circle; he is the dog. Some child has the dog's bone (any object) and he passes it quickly to child next to him. Keep passing the bone on. At sometime, the bone may be passed the opposite way. Those in circle may only make motion of receiving bone to further confuse dog. Dog must have sharp eyes to find who has the bone. When he thinks he knows he may have 2 guesses. If he guesses right, he may still be the dog - otherwise child with bone becomes the dog.

6. Play game "Who Called?": Children form a circle and one child stands with his back to circle about 15-20 feet away. One child in center of circle points to another child to call the name of the child who is away. As soon as child recognizes caller, he says, "It is _____." He has 3 chances. If he fails, he changes place with caller. If he is correct, he changes places with person in the center.

7. Discuss day and night visions. Send one child into dark closet for a few minutes and upon return let other children look into his eyes to see dilation of pupils.

8. Play "What Can You See in 1 Minute".

9. Illustrate sound waves by plucking a tightly stretched wire or striking a tightly stretched membrane (drum) to vibrate it. Listen to a watch tick. (Different types of sounds.) Put a rubber band around a box and pull it to show how sound waves start.

10. Walk quietly through the hall and return to the classroom. Have the children make a list of the sounds they heard.

11. Write poems or experience charts about sounds, smells, etc. actually experienced.

12. Invite the school nurse to the class to discuss eye care and safety, including the safe removal of a foreign body from the eye.

13. Invite a speaker from the Sheriff's office to talk on the relationship of impaired vision or hearing and pedestrian or traffic safety.

14. List the various sensory functions of the body that are dulled by excessive drinking. Beside each dulled function note a related potential problem.

15. Discuss eye and ear defects which interfere with normal hearing and vision. Also discuss how these defects can be compensated for or corrected.

16. Invite the school nurse-teacher to class to demonstrate and explain the instruments used in the school to test hearing and vision.

17. Darken the classroom and note the change in color of various objects.

18. Discuss color perception deficiencies.

19. Demonstrate how sound travels by securing a tuning fork. Strike it gently and quickly place it in a pan of water so that the ends touch the water. It will make a humming sound because the prongs vibrate. The water will move with the vibration.

20. Give some examples of loss of balance (swinging, sudden ascent).

21. Experiment to verify nerve sensations and itching: Drown out itching with a stronger pain or cold signal elsewhere.

22. Diagram skin and glands.

23. Blindfold a student, have him hold his nose and then try to differentiate between a potato and an apple.

24. Blindfold a student and have him smell a strong substance such as an onion. Remove the onion and replace it with mothballs. Ask the student to indicate: (1) when he no longer smells the onion; (2) when he begins to smell something else, and (3) what he thinks the new substance is.

25. Put the names of several occupations in a box. Have the children pick out one of these and relate the importance of the different senses to the occupation, i.e. pilot, telephone wirer, signalman, coffee taster.

26. Demonstrate simple first-aid for eye injuries.

27. Draw taste buds; have blindfolded tasting test. Do tastes affect what we select to eat? (Use celery, apple, carrot, etc. to determine sweet, sour.) Where can you taste sweet, sour, etc.?

28. Have a free flow of ideas concerning eye difficulties of students and how they were corrected.

29. Have the children describe the care taken in the examination and fitting of glasses.

30. Make a comparison of the senses involved in radio and television.

31. Have the children discuss how color is used for safety.

32. Discuss the problem that a person has to face who has never heard sounds or who has lost his hearing.

33. Have the students discuss situations in which their ears hurt or "pop" when swimming or riding in a car.

34. Discuss the danger involved in underwater swimming. Example: ear infections, loud sounds, going too deep.

35. Discuss the kinds of noise pollution and probable damage.

36. Have a medical specialist talk to the class about the effect of noise on hearing and show by using graphs the amount of hearing loss.

37. Investigate the anti-noise laws in your community.

38. Investigate how position, balance, equilibrium are influenced by space travel.

39. Discuss how the location of sound may be a matter of life or death.

40. List those things which need both sight and sound for accurate identification and appreciation.

41. Discuss how one's life would be changed without various senses. What happens to another sense if one is lost?

RESOURCES

Books:

About Four Seasons and Five Senses, Shaw Radlauer; Melmont Publishers, Inc., Chicago, Illinois, 1960, 811
R

Being Healthy, Book 2, Laidlaw; Chapter 5

Find Out By Touching, Paul Showers; Thomas Y. Crowell Company, New York, 1961, 152

Health and Growth, Book 2, Scott, Foresman & Company; Chapter 1

How We Talk; The Story of Speech, Marilyn Brottman Bennett and Sylvia Sanders; Medical Books for Young Children; Lerner Publications Company, Minneapolis, Minnesota, 1966, 612
B

The Listening Walk, Paul Showers; Thomas Y. Crowell Company, New York, 1961, 152

My Five Senses, Aliki; Thomas Y. Crowell Company, New York, 1962, 612
A

The True Book of Sounds We Hear, Illa Podendorf; Children's Press, Chicago, Illinois, 1955, 534
P

The Truth About Your Eyes, Derrick Vail, M.D., Collier Books, 1962

Films:

A Look at You, BOCES #831-244, 13 minutes

Eye Care Fantasy, BOCES (video cassette), 8 minutes

Hailstones and Halibut Bones I, BOCES #831-327, 6 minutes

Hailstones and Halibut Bones II, BOCES #831-328, 7 minutes

Inside/Out Series: BOCES (video cassettes), 15 minutes each
A Sense of Joy
Donna

Kevin, BOCES #842-9, 16 minutes

Listening, BOCES #832-97, 14 minutes

Films (Cont.)

Philip and the White Colt, BOCES #833-134, 23 minutes

Thousand Eyes, A, BOCES #831-315, 10 minutes

Ways to Find Out, BOCES #831-310, 11 minutes

Kit:

Practicing Good Health, BOCES #123-29
"You - and Your Ears"
"You - and Your Eyes"
"You - and Your Five Senses"
"You - and Your Sense of Smell & Taste"
"You - and Your Sense of Touch"

HEN:

Sensory Perception Materials, BOCES #HN-21; National Society for Prevention of Blindness
First Aid for Eye Emergencies
Television and Your Eyes
20 Questions on Eye Safety
Your Eyes for a Lifetime of Sight
79 Madison Ave., New York, N. Y. 10016

DENTAL HEALTH

OVERVIEW

Are good teeth really important to appearance and health? Watch people when they smile. . . or look into the mirror. The lack of understanding and appreciation for good dental health on the part of the parents and children often results in the neglect of early and regular dental care. Many other factors, among them frequent and excessive consumption of sweets, failure to practice good oral hygiene habits, fear of dental treatment and failure to include funds for dental care in the family budget have all contributed to one of the most common of all diseases affecting the American people -- dental caries (tooth decay).

This is undoubtedly even more true for handicapped children than for the general public. A handicapped child is less able to influence practices in the home. If he comes from a family which does not buy toothbrushes for the children, or does not take him to the dentist or limit the consumption of sweet foods, he is not apt to try to convince his parents to change. This may be due to a child's lack of confidence, inability to see the cause-effect relationship between dental care and dental health, or fear of dental treatment.

The result may be even more unfortunate than it would be for a normal child. If there are speech defects for which correction of dental defects could facilitate improvement; if the child has broken or decayed teeth having a negative effect on his social interaction; if he has discomfort from the poor state of his teeth, the child cannot take full advantage of special educational services or any other opportunities for growth.

Dental health has a direct bearing on general health and deserves the attention of teachers and students at every level.

OBJECTIVES

Suggested Pupil Outcomes:

1. Develop favorable attitudes toward caring for the mouth and teeth reflected in habitually practicing good dental hygiene.

2. Describe the relationship of dental health to general health and appearance.

3. Identify tooth structure and function to better understand the value of good dental care.

4. Practice preventive procedures for dental health including visiting the dentist, good oral care, and eating proper foods.

5. Demonstrate proper toothbrushing techniques.

6. Encourage parents to provide periodic professional treatment.

7. Utilize sound protective measures against accidents to oral structures.

8. Distinguish between practices which promote and those which hinder development and health of oral structures.

9. Value the continuous need to improve dental health status.

10. Describe the functional characteristics of the oral structure.

11. Value the role of proper diet in the development and maintenance of dental health.

12. Evaluate individual growth and development of oral structures.

13. Analyze the characteristics of oral structures.

14. Evaluate the factors that contribute to the process of tooth decay.

15. Interpret relationships among proper oral practices, appearance of the teeth and mouth, emotional effects on the individual, and social approval and acceptance of others.

MAJOR CONCEPTS

1. Observance of good dental health practices, including personal care, professional care, proper diet and oral habits, is most important to good oral health.

2. Different shapes indicate the different jobs the teeth do.

3. The number of teeth we have changes as we grow.

4. Daily care is important to dental health.

5. Foods left between our teeth and on their surfaces cause decay.

6. The prevention of tooth decay can be affected by proper diet and care.

7. Regular visits to a dentist can help maintain healthy teeth.

8. Many dental accidents can be prevented by safe practices and play habits.

9. Our teeth should be a permanent part of our bodies.

10. The teeth are calcified structures fixed in bony sockets in the upper and lower jaws.

11. Our teeth help us to chew food for good health, speak clearly, look attractive and have proper facial form.

12. Each tooth has a name which indicates its special job.

13. Food habits influence dental health.

14. Malocclusion is the term applied to irregularities in the position of the teeth and the improper alignment of the teeth upon closing of the jaw.

15. Caries (tooth decay) usually begin with a small hole, usually in a fissure or flaw of a tooth, in an area where food may be lodged, or where it is difficult to remove food by brushing.

16. Tooth decay is usually caused by acids forming in the mouth.

17. Diseases of the gums and other supporting structures of the teeth are called periodontal diseases.

18. Preventive measures for periodontal diseases include proper tooth care, a well-balanced diet, and regular visits to the dentist.

19. Traumatic injury can crack, loosen, or knock out teeth possibly causing malocclusion and affecting speech patterns.

20. Missing teeth may cause other teeth to shift positions, causing an interference in the chewing process and destroying the normal symmetry of the face and jaw.

21. Parents can help encourage good dental health and treatment.

CONTENT OUTLINE

I. How Our Teeth Are Important to Us
   A. Appearance
   B. Structure and growth of the tooth
      1. Root
      2. Crown
      3. Neck
   C. Grinding, cutting, tearing, and crushing
   D. Primary (deciduous) and permanent teeth
   E. Let's analyze the composition of a tooth
      1. Enamel
      2. Cementum
      3. Dentin
      4. Pulp
      5. Periodontal membrane
   F. Let's look at the kinds of teeth and their jobs
      1. Types
         a. Central incisors
         b. Lateral incisors
         c. Cuspids
         d. Bicuspids
         e. Molars
      2. Functions

II. Taking Care of Our Teeth
   A. Cavities are caused by improper care
      1. What are cavities?
      2. Fluoride application and/or addition to water supplies
      3. Flossing can be helpful
      4. Swish and swallow
   B. Brushing
      1. Types of toothbrushes
      2. Care of the brush
      3. Toothpaste and toothpowder
      4. How to brush
   C. Chewing on foreign objects
   D. Thumb sucking, lip and tongue biting

III. The Incidence and Process of Tooth Decay
   A. Factors in the incidence
      1. Absence of fluoride
      2. Females - more prone to decay
      3. Some teeth surfaces more susceptible
      4. Refined diet
   B. Contributive factors in tooth decay
      1. Developmental and systemic disturbances
      2. Dental plaque
      3. Mouth bacteria
      4. Acids
      5. Saliva
      6. Food
      7. Irregular alignment
      8. Gum disorders
      9. Poor habits
      10. Emotional disturbance
      11. Smoking

IV. Important Individuals in Dental Health
   A. Dentist
   B. Orthodontist
   C. Oral Surgeon
   D. Endodontist
   E. Pediodontist
   F. Dental Hygienist
   G. Parents
   H. You

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss use of teeth for eating, speech and appearance.

2. Compare the teeth with other cutting and grinding machines.

3. Display a collection of magazine pictures about dental health on bulletin board or arrange the room with pictures, models and objects pertaining to various aspects of dental health. (Dental tools, animal teeth, human teeth, tooth models - healthy and decayed, toothbrushes, etc.)

4. Have class members collect pictures of people smiling. Illustrate how some of these people would look with missing teeth by blackening a few of the teeth.

5. Draw, color and possibly animate different teeth as well as different parts of the teeth.

6. Make posters to place above drinking fountains.

7. Make a bulletin board display illustrating types of teeth and their functions. (Cut, tear, crush, grind.)

8. Display and discuss magazine pictures brought by children showing good and bad foods for teeth using a "Happy and Sad Tooth" chart.

9. To show that acid will weaken substances containing calcium (such as tooth enamel) place a whole egg in a bowl of vinegar (acetic acid) for about 24 hours. The egg shell should become soft as the vinegar decalcifies the shell.

10. Have child prepare lists of good dental snack-time foods.

11. Demonstrate ways of cleaning teeth when a brush isn't available (swish and swallow, etc.).

12. Have each child eat a cracker and with his tongue feel the coating of food on the teeth. Then have each student eat a piece of carrot, celery or apple and note how much cleaner the teeth feel. Discuss the value certain foods such as apples, celery, carrots, and oranges as tooth cleaners. (Nature's toothbrushes.)

13. Make a table display called "using the right tools", have some things for which children should not use their teeth (bottle caps, nuts, etc.). Beside each one place a tool or picture of a tool that should be used.

14. Have children prepare a daily brushing chart to be taken home and hung in the bathroom to record when their teeth have been brushed or rinsed. Use different symbols for brushing and rinsing. Evaluate.

15. Demonstrate with large set of teeth and toothbrush the proper way to brush teeth, including use and care of toothbrush. Teacher should demonstrate brushing by:
    Using a large model brush and model of teeth, if available.
    Bring own toothbrush and demonstrating - length of time, all teeth, and ways of brushing.
    Having each child bring his or her own brush and practice brushing properly - length of time, surfaces of all teeth.

16. Demonstrate flossing. Have a child hold up a forefinger and middle finger firmly together. Gently move a strand of dental floss (wound around your forefingers) between the upright fingers. Fold the dental floss around one finger moving upward to remove food plaque. Move the floss down again and up around the other finger.

17. Distribute toothbrushes and small tubes of toothpaste for all children to take home and use. (Often available free from major manufacturers.)

18. Make toothpowder in class. Students mix the following ingredients in the proportions indicated: 1 teaspoon salt, 2-3 teaspoons baking soda, and a drop or two of oil of peppermint, wintergreen or cinnamon. Have pupils take some home to use when brushing teeth.

19. Discuss the loss of primary (deciduous) teeth as a normal process unless there is tooth decay or an accident.

20. Have children share the experience of losing a tooth.

21. Discuss a new baby and the fact it has no teeth.

22. Have each pupil draw a set of baby teeth and a set of permanent teeth. Place an X over the baby teeth that have been lost. Circle the permanent teeth that have erupted. Combine drawings into a scrapbook that could be used during the year. (Use a ditto master.)

23. Invite dentist or dental hygienist to visit class and explain services given by a dentist (Ask them to bring dental instruments if possible.) or meaning of the following words: germ, cavity, acid, primary, appearance, digestion, permanent, dentist, enamel, calcium, caries, penetrates, fluoride. (May be used in spelling contest or as extra spelling words.)

24. Present a summary of this unit as a skit for an assembly program or publish a summary in a class newspaper.

25. Write and illustrate a comparative life story of a neglected tooth and one given good dental and home care. This may be done by a small group or the entire class.

26. Invite the dental hygienist to talk to the class about kinds of toothbrushes and dentifrices that are best for cleaning teeth.

27. Write safety jingles, limericks, slogans.

28. Discuss and diagram a tooth, showing and labeling each part and naming its function.

29. Discuss how teeth grow by examining a model of teeth and jaw.

30. Examine extracted teeth.

31. Discuss the importance of taking good care of primary teeth even though you will be losing them.

32. Discuss the types of teeth various animals have and relate the kind of teeth they have to the kind of food they eat.

33. Show how teeth aid in digestion by experimenting with sugar and water. Put a whole lump of sugar in one glass of water and a crushed lump in another glass. Stir each and observe which dissolves more quickly; cut or crushed food can be changed more easily into liquid form so that our bodies can digest it.

34. Conduct a "sweetless party". (Popcorn, crackers-cheese, potato chips, carrot strips, radishes, celery stuffed with cheese, pretzels, unsweetened fruit juices.)

35. Chew a piece of bread until it begins to taste sweet; discuss in relation to chewing and digestion.

36. Use "tes-tape" (available at drug stores) in saliva following the eating of certain foods to show presence of sugar in food.

37. Estimate the cost of the "sweet tooth" habit, and compare it with the estimated cost of more wholesome food.

38. Cut marshmallows and apples with knife to demonstrate differences as to how food sticks.

39. Make a chart naming different kinds of teeth and showing at what approximate ages they arrive.

40. Have pupils show the acidity or alkalinity of mouth using pH paper. Give pupils strips of paper, instructing them to soak sterile cotton swabs with saliva and apply to the paper. The degree of acidity or alkalinity can be determined by comparing resulting color of paper strips with color chart provided by manufacturer. A pH type below 7 indicates an acid mouth and above 7 shows an alkaline mouth.

41. Survey lunchroom menus for a week. Record foods containing nutrients for dental health and foods that are nature's "toothbrushes".

42. Illustrate how acids dissolve calcium from extractedteeth. Place one tooth in 1% solution hydrochloric acid and another in plain water. Allow to stand for a week and note differences.

43. Discuss irregularities in a jaw resulting from: Loss of 6 year molar, too early loss of deciduous teeth, thumb or finger sucking, nail-biting, mouth breathing.

44. Determine how many class members have had accidents injuring teeth. Discuss how they might have been prevented.

45. List activities which might damage enamel (biting hard objects, opening bobby pins, cracking nuts, chewing pencils, chewing ice, chewing hard candy, pumping drinking fountain, falling off bicycles or skates, etc.).

46. Discuss malformation of teeth and how teeth depend on each other for alignment.

47. Discuss the decay process through posters on bulletin boards.

48. Draw pictures of healthy and unhealthy teeth and discuss mouth and tooth diseases.

49. Make paraffin models. Bite on paraffin which has been slightly warmed. Fill paraffin model with plaster of paris. Illustrate occlusion.

50. Discuss how to make dental appointments, why it is important to be prompt, and how to remember appointments.

51. Perform (either at school or at home) disclosing tablet test to demonstrate effectiveness of toothbrushing. (Your dentist or local dental society can provide information about securing a supply of these tablets.)

52. Discuss the value of the use of toothpastes or toothpowders.

53. Bring in toothpaste advertising. Compare and evaluate.

54. Observe one's own teeth in a mirror to determine how clean they are. Observe any debris by removing some with toothpick and observing under microscope.

55. Demonstrate relative value of brushing, swishing or chewing raw vegetables. Six students eat chocolate cookies; then have one brush with water, one swish and swallow, one eat apple, one eat carrot, and one eat celery and one does nothing. Compare residue left on teeth.

56. Conduct a smile campaign with emphasis on mouth cleanliness.

57. Write group letter to state health department requesting information about fluorides.

58. Invite dentist to tell how he can repair broken teeth, or send small group to dentist to prepare report for class on how he makes repairs and cost.

59. Discuss reasons for regular visits to dentist.

60. Make posters illustrating how teeth affect appearance.

61. Diagram and discuss teeth showing progress of decay.

62. Compose scientifically correct commercials.

RESOURCES

Books:

Atlas of the Mouth, Maury Massler, Isaac Schour, American Dental Society

Dentist's Tools, Carolyn Lapp; Lerner Publications Company, Minneapolis, Minnesota, 1961, 617.6 L

Films:

Dentist in the Classroom, BOCES #832-73, 15 minutes

Dottie and Her Dad, 16mm, 4 1/2 minutes, American Dental Association

Dottie and the Dentist, 16mm, 4 1/2 minutes, American Dental Association

Learning to Brush, BOCES #831-185, 10 minutes

Project Teeth, BOCES #832-72, 14 minutes

Teeth, BOCES (video cassette), 12 minutes

Tommy's Healthy Teeth, BOCES #831-150, 11 minutes

Kits:

Dental Health School Presentation Kit, pamphlets, posters, toothbrushes, and toothpaste, Proctor and Gamble, P.O. Box 599, Cincinnati, Ohio, (Professional Services Division), materials available through American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

Dental Health Teaching Unit - Grades 1-3, Bristol Myers, Educational Services Department, 630 Fifth Avenue, New York, New York

Filmstrips:

Billy Meets Tommy Tooth, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

Good Dental Health Is Up To You, Professional Services Division, Proctor and Gamble, P.O. Box 599, Cincinnati, Ohio 45201

Filmstrips: (Con't.)

Ten Little People and Their Teeth, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

The Teeth, BOCES #401-13

Filmstrips and Records:

The Healthy Way in Wonderland - "The Neat Bird", BOCES #392-22

Your Mouth Speaking, 7 filmstrips, Walt Disney Educational Materials, Department F, 800 Sonora Avenue, Glendale, California 91201

For information about Dental Health Education materials such as fluoridation, professional aids, periodicals, pamphlets and audio visual materials write to:

American Dental Association
Bureau of Dental Health Education
211 East Chicago Avenue
Chicago, Illinois 60611

A catalog and sample copies of printed materials are supplied FREE upon request.

HEALTH STATUS AND DISEASE PREVENTION AND CONTROL

OVERVIEW

The special education health program must provide knowledge and understanding based on scientific facts and principles in order to develop desirable health attitudes and behavior for the promotion of physical fitness. Success comes only when the student chooses to participate in individually suitable school sports and activity programs and when the student, and later adult, participates in vigorous recreational programs. Each individual should learn to enjoy taking part in vigorous exercise appropriate to age and general ability.

Evidence is mounting that physically fit persons lead longer lives, have better performance records, and participate more fully in life than those who are unfit. Physical fitness may be defined as a "quality which enhances all other human qualities." Studies have shown that physically fit students miss fewer classes, participate in more activities and have fewer emotional problems than other students. Physical fitness is an essential quality for anyone desiring to make the most of himself and life.

The problem existing today is that ordinary tasks of daily living no longer provide enough vigorous exercise to develop and maintain good muscle tone or cardiovascular and respiratory fitness. Machines now supply the "muscle power" in homes, factories, and farms. They have all but eliminated the necessity for walking and climbing stairs, and one of them - the television set - holds our school children in captive idleness for 21 hours a week. Although today's youth are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies.

Disease prevention is a very important part of being physically fit. Through the study of disease control, the student can become a well-informed member of the community, who will have confidence in right action, and will show his recognition of the obligation he owes as a good citizen to society, to use all protective measures for himself and his family, and to insist that other members of society do likewise. He will protect his family and community by using protective aids available.

OBJECTIVES

1. List the basic steps necessary for body fitness.
2. Define those daily activities which have a positive effect on personal health.
3. Describe how growing and developing occurs unevenly for body parts, systems and functions.
4. Compare the role of the school health team with community health personnel in respect to prevention and control of various health problems.
5. Evaluate personal health practices as they relate to health status.
6. Contrast patterns of physical, mental, and social development in and among individuals.
7. Predict the kind of growth and developmental changes that may occur during adolescence.
8. Describe the communicable disease process.
9. Identify fundamental principles of disease prevention.
10. Demonstrate personal habits that will protect oneself and others from communicable disease.
11. Describe the body's natural defenses against disease. Conclude that immunization prevents and controls some diseases.
12. Demonstrate ways to protect the individual, his family, and the community from disease.
13. Describe the procedures used to supplement the body's natural defenses.

MAJOR CONCEPTS

1. Physical fitness is an essential quality for anyone desiring to make the most of himself and his life.

2. Daily exercise strengthens and increases the effectiveness of the body and its organs.

3. Sleep, rest, and proper food are important for tomorrow's exercise and play.

4. Good sportsmanship adds to the enjoyment of play activities.

5. Teachers, nurses, doctors, and other members of the school health team work together to help keep children healthy.

6. Each person has a responsibility for his/her own personal care.

7. There are many kinds of communicable diseases capable of being transmitted from person to person.

8. There are many different causes of diseases.

9. Some disease control measures are very specific (immunization) while others are very general (sanitation).

10. The Public Health Department is concerned with the health of the entire community.

11. Each of us has a responsibility in the fight against disease.

12. A disease is not limited to one locale - it can spread from community to community; from one country to another.

13. The individual has a definite responsibility for his personal health and fitness.

14. Factual knowledge is essential in making decisions regarding one's health status.

15. Physical fitness includes health practices other than exercise.

16. Social, mental and emotional values may be derived from participation in a variety of physical activities.

17. There are many tests available to help one detect various defects and understand one's health status better.

18. Great differences exist in height, weight and body build among children - all of whom may be quite healthy but growing in the way that is right for them.

19. Engaging in hobbies, or changing one's activities helps one to relax.

20. Each individual has a characteristic way of standing, sitting, and walking which is determined by learning and the way his or her body is made.

21. The skin and its appendages are often indicators of one's health.

22. Regular bathing removes perspiration, oil, and dirt from the skin.

23. Proper care of the hair keeps it clean, healthy and attractive.

24. Proper care of the nails is important to grooming and the prevention of infection.

CONTENT OUTLINE

I. What Causes Disease in Man?
   A. What is a "germ?"
   B. Germs are spread by contact
      1. Directly with an ill person or animal
      2. Indirectly with the germs in secretions or discharges from an ill person or animal
      3. Germs get into man's body through portals of entry such as the mouth, nose, and broken skin

II. Source Carriers of Disease
   A. Vectors such as man and animals
   B. Other vehicles such as soil, plants, food, water, and air

III. Signs of Illness (Which Should be Reported) Are Reflected in the Ways We Look and Feel
   A. Sore throat
   B. Headache
   C. Stomachache
   D. Vomiting
   E. Skin rashes
   F. Redness/swelling
   G. Pain

IV. There Are Several Habits Which Can Discourage the Spread of Disease
   A. Body cleanliness and handwashing
   B. Care in the use of personal items
   C. Proper toilet habits
   D. Drinking and eating precautions
   E. Covering mouth/nose when coughing/sneezing
   F. Proper use/disposal of paper tissues
   G. Obtaining adequate rest, exercise, and diet
   H. Proper care of cuts and abrasions
   I. Acquiring proper immunizations

V. Modern Disease Control
   A. Immunization
   B. Public health measures
      1. Sanitation
      2. Research
      3. Diagnostic techniques
   C. Health Education
      1. School
      2. Home
      3. Public health education
   D. Treatments
      1. Medical
      2. Surgical
      3. Rehabilitation

VI. Our Health Can Be Measured
- A. Each person is different
- B. Health appraisals are part of our school program
  1. Medical check-over
  2. Seeing and hearing
  3. Teeth and gums
  4. How tall and how small

VII. The School Has Its Team
- A. The teacher and the everyday classroom
- B. The school nurse-teacher and health status
- C. The doctor and his visits to school
- D. The dental health teacher and oral health
- E. The school psychologist and mental and emotional development
- F. The physical education teacher and physical fitness
- G. The speech teacher and communication
- H. The guidance counselor and direction

VIII. Getting Familiar with the Community Health Team
- A. Family doctor
- B. Dentist
- C. Public health nurse
- D. Social Service worker

IX. How to Keep Yourself Well
- A. Physical exercise and activity
- B. Clean body and clothes
- C. Clean, neat and safe surroundings
- D. Posture and carriage
- E. Being friendly and helpful
- F. Time for sleep, rest, relaxation, and play
- G. Health status and individual differences
  1. Mental fitness
  2. Physical fitness
  3. Social-emotional fitness

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss relationship of good health habits and keeping well. Have students construct a list of good health habits.

2. Discuss the fact that the ill feeling is nature's way of telling us that something is wrong with our body.

3. Ask children to tell of individual experiences when ill - who was first to help, who did what, etc. Have them construct posters showing the people who helped.

4. Discuss the importance of proper care and adhering to doctor's advice if one has a minor disease. Cite examples of a minor illness leading to pneumonia, heart problems, hearing loss, etc.

5. Use an atomizer to demonstrate how coughing and sneezing spread germs. Contact local American Lung Association for photographs showing actual range of cough and sneeze spray.

6. Have nurse talk about tuberculosis and the tuberculin testing program.

7. Discuss the importance of a "runny" nose when one has a cold. Relate this to irritation caused by germs.

8. Role play - How can cold germs get into the body?

9. Discuss the importance of using your own toothbrush, handkerchief, drinking glass, etc.

10. Discuss the importance of immunization shots.

11. Bulletin board on good health habits.

12. Discuss how poor posture may be corrected.

13. Bring in and display pictures of your favorite sport or sport hero. Discuss this activity or personality with class.

14. Discuss the opportunities made available for play at school and at home.

15. Survey the class concerning the number of hours that are used for physical activity in a day. Make a list of the variety of activities involved.

16. Pupil appraisal of recess play areas (safety, cleanliness).

17. Discuss the reason for playing outside when possible.

18. Have the physical education teacher explain the importance and need for play and exercise in maintaining and developing physical fitness.

19. Have pupils construct a chart showing the nature and the time spent participating in physical activities for a seven day period. Evaluate.

20. Give examples of good sportsmanship in play activities.

21. Dramatize and discuss good sportsmanship.

22. Explain the reasons for moderated exercise and play for the handicapped.

23. Dramatize what happens when pupils do not get enough sleep.

24. Discuss relaxing activities that should be engaged in before going to bed.

25. Explain why rest is important and needed at certain times.

26. Class activity: Mimetic activities, low organized games, and contests at recess and in physical education class. Relate values of these activities to fitness.

27. Construct figures with pipe cleaners or clay demonstrating various physical activities.

28. Art activity: Children can draw pictures of a member of the school health tem and then tell a story about what the person is doing.

29. Discussion of proper procedure for washing hands and face. Demonstrate and practice individually.

30. Discussion of proper procedure for use of tissue or handkerchief.

31. Have children keep a chart of their weight and height.

32. Have school nurse-teacher visit class for a preparatory talk before physical appraisals, weighing and measuring, vision and hearing testing.

33. Have dental hygiene teacher come to class for preparatory talk before dental appraisal.

34. "Health Interest Corner": have children contribute such things as soap, toothpaste, hairbrush, nail file. Demonstrate how each item is used.

35. Assemble a human body by cutting out pattern of separate parts, then assembling them with brads; dramatize movements of body parts on finished figures.

36. Oil one sheet of paper and sprinkle dirt and dust on it. Sprinkle dirt on a clean sheet of paper also. Relate it to skin cleansing.

37. Puppet play of a child who argues with his parents not to go to bed. Older sibling comes in to explain benefits of sleep.

38. Discuss questions such as "What is disease?" "What accomplishments has man made in combatting disease in the past 50 or 50,000 years?"

39. Introduce terms used in discussion of communicable disease:
Susceptibility - the condition for establishment of an infection by invasion of virus or bacteria
Resistence - the condition of lessened susceptibility that may result from immunization, changed nutritional status, and the influences of age, sex and heredity.
Infection - the process by which a microbial organism invades and establishes a parasitic relationship with a host.

40. Class discussion of all possible ways to prevent spread of disease. Review with boys and girls the things they can do to help keep from spreading disease germs: wash their hands before eating and after using the toilet; cover coughs and sneezes; keep pencils and fingers out of the mouth; use their own towels and washcloths; avoid drinking from a common drinking cup; and stay home from school if they have a cold.

41. Boys and girls might discuss how they and their families sometimes help improve the health of children around the world. This is done by Halloween collections for UNICEF - a branch of the World Health Organization devoted to the welfare of the world's children. Purchase of UNICEF Christmas cards and note paper also helps provide money to aid UNICEF in its works.

42. Encourage discussion of pupil's ideas about the problems Man has had to conquer in the war against disease. Explore their knowledge about the work of such "health heroes" of the past as Jenner, Pasteur, and Lister.
i.e. The first successful disease-fighting chemical Ehrlich produced was Salvarsan (the antisyphilis drug). Syphilis, should pupils ask, is a venereal disease, often called VD, which is spread by skin-to-skin contact, as in intimate sexual contact. Syphilis and gonorrhea are the most common venereal diseases; they are spread by close intimate contact, generally though not exclusively by sexual contact, with someone who has the disease. (See VD: Facts You Should Know by Andre Blanzaco, M.D., published by Scott, Foresman and Company, 1970.)

43. Fleming's discovery of penicillin was a great medical triumph. This antibiotic is particularly effective in the treatment of pneumonia, meningitis, and syphilis. Millions of people owe their lives to the use of penicillin.

Scientists have continued the search for antibiotics and other germ-killing drugs - a search that has been extraordinarily successful and may be even more so in the future.

Some basic medical discoveries are presented here: vaccination against smallpox, the "germ theory" of disease, vaccination against rabies, and introduction of antiseptic methods in surgery. The class might construct a "time line" to indicate when these breakthroughs occurred.

44. Examine drops of water (rainwater, river water) under a microscope. Report on types of living organisms found.

45. Ask pupils to tell what they would look for if they were sanitary inspectors: at a restaurant, at a dairy, at a dairy farm, at a food store.

46. Pupils may wonder why pasteurization is necessary if safety precautions are taken at the dairy farm and en route to the dairy. It is necessary because some milk is still handled under conditions that are not ideal. Improper cooling or inadequate protection against flies, dirt, and droplet infection are among the conditions that may exist. Thus, pasteurization is an essential safeguard, not a substitution for cleanliness.

    The class might take a trip through a local restaurant or food store at an off-hour. The purpose would be to elicit information about the procedures used for maintaining cleanliness, for preventing food spoilage, and for obtaining certification. If the entire class cannot go, an individual might volunteer to make the trip with his parents and report to the class.

47. Have nurse-teacher visit classroom and discuss current immunizations. Ask her to relate this information to the immunization data on pupil cumulative health records.

48. Bacteria Experiment: Show that germs "like" a warm, moist, and dark atmosphere in order to thrive and multiply.
    Crush several dried beans.
    Place half of the beans in each of two containers. Cover with water. Store one of the containers in a warm, dark place and the other one on the classroom sill. After several days note the results.
    Secure two apples. Peel them and place one in a dark, moist warm place; leave the other exposed to the air and sunlight. Note the results in a few days.

49. To demonstrate the need for refrigeration in preserving foods, obtain two glasses of milk and cover them. Put one in the refrigerator and leave the other outside at room temperature. Compare the milk in each glass for several days noting the difference in appearance, texture and taste.

50. Review with pupils some ways of finding out about the local water supply and about what efforts are made to avoid pollution of it: for example, by asking parents, by talking to neighbors, by writing a letter to the city water department for information, by writing to the state public health department, by doing research at the public library, by reading current articles and news items on environmental pollution.

51. Preparation of a "Health and Disease" notebook by each student, or committee.

52. Before pupils leave the topic of modern sewage-treatment methods, you might want to stress how such methods have "paid off" in terms of improved community health conditions. Mention, for example, what has happened in the city of Chicago over the years. In 1891, there were 174 typhoid deaths per 100,000 population in the city. As a result of modern sewage treatment methods, water purification, and other health measures, typhoid deaths dropped by 1950 to less than one per 100,000 population. Since 1955 there has not been a single death in Chicago

53. When they are studying about air pollution, pupils might be asked to prepare an outline on the subject. Using these main topics - Sources, Effects, and Methods of Control - they might supply subtopics. Two books you might recommend to your pupils while they are studying about air pollution are John Marshall's The Air We Live In - Air Pollution: What We Must Do About It (Coward) and Alfred Lewis' Clean the Air! (McGraw-Hill).

54. Read stories to the class of great Americans who overcame physical handicaps and became an inspiration to others.

55. Discuss some current figures who are accomplishing in spite of handicaps.

56. To safeguard the health of the public, modern communities use such means as water treatment plants to purify water, as well as waste treatment plants to take care of sewage in sanitary ways; they also use methods of insect and rodent control and air pollution control.

    Desalination plants make it possible for some cities in the United States to use water taken from the sea; increasing use may be made of the desalination process.

    New scientific knowledge is necessary to improve methods of removing complex industrial wastes from water; many industries are finding ways to use some of their waste materials instead of dumping them into, and polluting, nearby water supplies.

    Local health departments cooperate with state departments of public health to insure sanitary methods of food handling.

    Slum areas are unsafe and unhealthful, and today's communities are turning attention to urban renewal and improved public housing; the Federal government gives financial aid to communities for urban development.

57. The local health department helps take responsibility for checking the spread of diseases and for educating people in the community about healthful ways of living so that they can help prevent communicable diseases.

58. Invite the class to speculate upon some things communities today need to do to help prevent the spread of communicable diseases and to keep people healthy. You might make a preliminary list of suggestions and keep it for future additions and corrections.

59. Pupils might orally discuss or write a paragraph telling why it is more difficult for waste treatment plants to treat sewage today than it was 40 years ago.

60. Display doctor's instruments or pictures of them. Let the children listen to the heart and lungs with stethoscope.

Books:

Daily Sensorimotor Training Activities, William T. Bradley, M.Ed.; Geraldine Konicki, Catherine Leedy; Educational Activities Inc., Freeport, Long Island, New York $4.95 - also available at SUCC bookstore

Dear Little Mumps Child, Marguerite Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 618.92
L

Junior Science Book of Bacteria, Gerald S. Lietz, M.D.; Garrard Publishing Company, 1964, 589.9
L

Karen Gets a Fever, Miriam Gilbert; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 612
G

Keeping Healthy - Laidlaw, River Forest, Illinois (Chaps. 1, 8, 9, 10)

Michael Gets the Measles, Marguerite Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 618.92
L

Peter Gets the Chicken Pox, Marguerite Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 618.92
L

The True Book of Bacteria, Anne Frahm; Children's Press, Chicago,

The True Book of Health, Olive V. Haynes, R.N.; Children's Press, Chicago, Illinois, 1954, 612
H

The True Book of Your Body and You, Alice Hinshaw; Children's Press, Chicago, Illinois, 1959, 613
H

What Is a Human, Melvin L. Alexenberg; Benefic Press, Chicago, Illinois, 1964, 612
A

Your Health and You - Laidlaw, River Forest, Illinois (Chaps. 5, 8,9)

Your Wonderful Body, Robert Follett; Follett Publishing Company, Chicago, Illinois, 1961, 611
F

Films:

About the Human Body, BOCES #831-1, 15 minutes

Exploring Your Growth, BOCES #831-52, 11 minutes

Heart: How It Works, BOCES #831-389, 11 minutes

Heart, Lungs, and Circulation, BOCES #831-65, 11 minutes

Hemo, The Magnificent, BOCES #833-2014, 59 minutes

Human Body: Circulatory System, BOCES #832-31, 13 minutes

Joan Avoids a Cold, BOCES #831-79, 11 minutes

Kevin, BOCES #842-9, 16 minutes

Learning About Our Bodies, BOCES #831-80, 11 minutes

Mechanics of Life Series:
Blood and Circulation, BOCES #831-256, 9 minutes
Bones and Joints, BOCES #831-257, 9 minutes
Breathing and Respiration, BOCES #831-258, 9 minutes
Muscles and Movement, BOCES #831-260, 10 minutes

Physical Fitness and Good Health, BOCES #831-192, 10 minutes

Take Joy, BOCES #833-2020, 10 minutes

Vision of Dr. Koch, BOCES #832-185, 21 minutes

Pamphlets:

How the Doctor Examines Your Heart, American Heart Association (31 pgs.)
BOCES #PT4

Protect Your Child's Heart, American Heart Association (14 pgs.)
BOCES #P-17

Common Cold, The Facts, American Lung Association (7 pgs.)

Knockout Mr. TB Germ, American Lung Association (12 pgs.)

Common Sense About Common Diseases and Protection Against Communicable Diseases, Equitable Life Insurance Company, 1285 Avenue of the Americas, New York, N. Y.

Filmstrip:

How To Catch a Cold, Walt Disney, Glendale, California 91201, $3.00

Filmstrips and Cassettes:

Health Heroes Series, BOCES #392-9
- Marie Curie
- Louis Pasteur
- Walter Reed
- Florence Nightingale

DRUGS, ALCOHOL AND TOBACCO

OVERVIEW

Until recently tobacco smoking was something that one could take or leave without undue concern that smoking presented any obvious risk to health or life. Today, physicians and other scientists know about possible hazards in smoking, especially cigarette smoking, yet controversy over this subject still continues.

Formerly it was assumed by both parents and educators that the subjects of alcohol, drugs and tobacco would be handled, and rightly so, within the home. Due to increased availability of all types of chemical substances and mass advertising campaigns, this is no longer the case. Many parents find these topics too difficult to deal with in an unemotional way. Therefore, school personnel, health departments and other community agencies must cooperate in this effort.

What is the most effective way to communicate this idea? In other fields scare tactics have been shown to be less effective than an approach which emphasizes the positive. Teaching that a person who does not smoke feels better, can breathe more efficiently, especially for active sports, and has all his money that he would have spent on cigarettes left for more interesting pursuits may well have better results.

Similar techniques can be used with the problems of alcohol and drug abuse. The teacher must help interpret what the child is reading and hearing in the news, make him aware of the dangers, but emphasize the positive aspects of avoiding these problems. The level on which the discussion is held can vary, but the topic is one which is of interest and value to every child.

OBJECTIVES

1. Express an awareness that drugs and household chemicals have proper uses, but that their potentially dangerous nature demands the student's respect.
2. Recognize the need to report to parents or teachers any strange feeling following the ingestion of any substance.
3. Use prescribed drugs and volatile substances in a sensible manner which will contribute to long-range good health for themselves and for those in their community.
4. Identify the kinds of mood modification caused by drugs.
5. Analyze the various ways that drugs affect people.
6. Note the influence of peers and/or family on the use of drugs.

7. Relate the basic role drugs play in the control of disease and pain.

8. Discuss the effects of certain drugs on different people at different times.

9. Analyze the factors which influence self-medication.

10. Examine how the media influences the use of over-the-counter drugs.

11. Differentiate between prescription and non-prescription drugs.

12. Relate how one's emotions and feelings affect decision-making.

13. Relate basic factual information concerning the nature and characteristics of stimulant, depressant, and hallucinogenic substances.

14. Identify some of the personal problems related to the misuse of dangerous substances.

15. Assess the laws governing drugs.

16. Define the differences between ethyl and methyl alcohol.

17. List common uses of ethyl and methyl alcohol.

18. Describe several effects of alcohol on the body.

19. List and explain the ramifications of excessive drinking on one's personal life.

20. Conclude the ramifications of excessive drinking on the family.

21. Interpret the ramifications of excessive drinking on the community.

22. Show, explain and illustrate the effects various media advertising may have upon the individual and his decision whether to drink or not.

23. Identify some common early symptoms of alcohol abuse.

24. Illustrate how the drinking of alcoholic beverages is an accepted cultural practice in the United States.

25. Analyze the emotionalism associated with the use of alcoholic beverages arising out of the controversies about it; when, how, where, and by whom they should be used.

26. Distinguish between acceptable and unacceptable drinking patterns.

27. Accept responsibility for drinking behavior if the decision is made to use alcohol.

28. List the health hazards associated with smoking as they pertain to the individual and society.

29. Identify biased information in cigarette and tobacco advertising.

30. State advantages of good health in leading an active, productive life.

31. Express supportive statements to the thesis that it is very difficult for a confirmed habitual smoker to quit smoking.

32. Express an understanding and awareness of the potential health hazards associated with smoking as they pertain to the individual and society.

33. Through the sufficient understanding of the smoking problem, make an intelligent personal decision whether to smoke or not to smoke.

34. Analyze the effects of a "smoking environment" on a non-smoker and a smoker.

MAJOR CONCEPTS

1. Drugs, in legal products, are medical tools that may have many benefits when properly used.
2. Drugs and other substances are used for many reasons.
3. Drugs and other substances, if misused, may be harmful.
4. Drugs may be classified according to their effects.
5. Production, distribution, and use of drugs are controlled by law.
6. Behavior patterns of the individual influence present and future health.
7. Individual acceptance of responsibility is essential to the wise use of drugs.
8. Health is the result of the interaction of the physical with the mental, emotional, and social areas of human development.
9. A knowledge of drugs - what they are, what their benefits are, and how they should be used - can contribute to the prevention of an actual drug abuse situation.
10. Your future can be significantly affected by some of the decisions which you make early in life.
11. The pre-adolescent and adolescent need to be a member of a group can be a factor in drug abuse.
12. A variety of factors influence the decision - to use/misuse a substance that is capable of modifying mood and/or behavior.
13. There are different types of alcohol.
14. Ethyl alcohol is found in alcoholic beverages.
15. Methyl alcohol is highly poisonous.
16. Beverage alcohol can be used for medicinal reasons and may be classified as an anesthetic, narcotic, sedative, tranquilizer, or hypnotic.
17. Alcohol affects the body systems and organs.
18. Alcohol is absorbed readily from the stomach and small intestines.
19. The frequent and prolonged abuse of alcohol can cause sickness and nervous disorders.
20. The problem drinker usually has problems with his self-concept.

21. The use of alcohol is a factor in many safety problems.

22. The misuse of alcohol often effects employment and efficiency on the job causing financial hardship to the problem drinker's family.

23. The alcoholic is often rejected by a large segment of society.

24. Alcohol misuse causes difficulties with family relationships, especially in the areas of cooperation and respect, and frequently leads to separation or divorce.

25. Alcohol abuse causes more unemployment and some welfare problems.

26. The misuse of alcohol creates more crime, necessitating more police, more courts and remedial programs.

27. Alcoholism is an illness, but treatment is available.

28. The driver who has been drinking is a menace on the highway.

29. Social drinking is acceptable in modern societies.

30. The motivations for drinking or abstaining from drinking vary with each individual.

31. The young person's decision about smoking is one of several important decisions in his life and should be based on a firm foundation of scientific knowledge.

32. Each individual is unique and therefore each of us arrives at our decision about smoking a different way

33. Whether the individual starts to smoke or not, the decision is ultimately a personal one.

34. The ability to make an individual, personal decision not to smoke in spite of the opinions and practices of friends and acquaintances is an evidence of maturity.

35. The decision to smoke or not to smoke should be based upon an intelligent interpretation of facts and not upon peer pressure or a personal desire to appear "grown-up."

36. Smoke from tobacco is made up of gases and particles.

37. When a person inhales smoke these gases and particles enter his breathing passages and are deposited on the surfaces. Some are absorbed in the blood and some remain to produce damaging effects on the lining membranes.

38. Men and women who began the smoking habit several years ago did not have the knowledge of the harmful effects of smoking that we have today.

39. A young person who is largely dependent on his parents for food, shelter, and other life necessities, should consider the attitudes of his family before starting to smoke.

40. The disadvantages of smoking far outweigh any "advantages" one might imagine.

41. Tobacco production and distribution has become a very important segment of our national economy.

42. The incidence of heart disease, lung cancer, and other respiratory diseases has increased rapidly in proportion to the consumption of cigarettes.

43. The reasons why young people begin to smoke are evidence that they are unaware of the hazards of smoking.

44. The Surgeon General's Report on smoking and its conclusions have been accepted by the medical profession and other professional groups.

45. Overwhelming evidence has been compiled which indicts cigarette smoking as a cause of lung cancer.

46. The effect smoking has on retardation of ciliary action may aggravate cold symptoms.

47. During the growing years, smoking interferes with one's normal growth because of the depressing effect of tobacco on the appetite.

48. For maximal growth, development, and performance, one should avoid the use of tobacco.

49. A wise decision is based upon factual information and mature judgment.

50. Smokers help to pollute the environment for non-smokers.

CONTENT OUTLINE

I. Some Common Chemical Substances
   A. Prescription medicines
      1. Criteria; e.g. severity of disease, age, weight
      2. Where purchased
      3. Necessity of following directions
      4. Disposal of left-over medicine
      5. Examples of medicines available only by prescription
         a. Anti-infectives
         b. Vaccines
         c. Hormones
   B. Non-prescription (Over-the-counter) Medicines
      1. Reasons for use
      2. Label directions
      3. Precautions to observe when taking
      4. Examples
         a. Vitamins
         b. Laxatives
         c. Cold remedies
         d. Aspirin
   C. Common Household Products
      1. Many products, properly used, provide essential benefits i.e. paint thinner, gasoline, cleaning fluids, rubbing alcohol
      2. Reasons for misuse of such products
         a. By accident
         b. By experiment
         c. By failure to read and follow directions
         d. Lack of knowledge
         e. On a dare or challenge
      3. Ways of misuse
         a. Swallowing
         b. Inhaling
         c. Injection
         d. Absorption through the skin
         e. Substitution - i.e. gasoline to start fire in barbecue pit
      4. Potential consequences of product misuse
         a. Nausea, vomiting
         b. Suffocation
         c. Poisoning
         d. Organic damage
         e. Mental damage - temporary or permanent
         f. Death
   D. Other common chemical substances
         1. Caffeine/coke, coffee, tea
         2. Nicotine
         3. Alcohol

II. Drugs Many Uses and Effects
   A. Effective uses, e.g. relieve pain, prevent disease

B. Effects differ according to various factors
   1. Weight
   2. Sex
   3. Age
   4. Mood
   5. Health Status
C. Unexpected response
D. Interaction of drugs taken together
E. Non-essentialness of drugs for the normal healthy person
F. Effectiveness varies with several factors
   1. The specific health problem
   2. Promptness of seeking medical care
   3. Accurate diagnosis
   4. Suitability of medicine used
   5. Accuracy in following directions
G. All medicines have the potential for benefit or for harm according to their use

III. Our Environment Influences Our Use of Chemical Substances
   A. Family and adult influences
   B. Peer influences
   C. Individual attitudes and feelings
   D. Decisions, decisions

IV. Assuming Increasing Responsibility for Personal Health
   A. Part of growing up is becoming independent, responsible for personal health and the health of others
      1. A child must tell adults when he is ill
      2. A doctor's advice must be followed
   B. Good health habits must be established early
      1. For a longer and happier life
      2. As a force in determining choice of work and play
      3. Preventive against the high costs of illness
      4. As a force in determining future plans and successes
   C. Habits develop in several ways
      1. Through motivation
      2. Through conscious effort
      3. Without conscious effort
      4. Through influence of friends and their behavior
   D. Some habits affect health
      1. Personal health habits - i.e. eating, exercising, resting
      2. Study habits
      3. Safety habits
      4. Recreational habits
      5. Habits of using medicines, drugs, and other substances
   E. Problems of drug abuse may be avoided by
      1. Making wise choices based on accurate information
      2. Having courage to say "no" to experimenting
      3. Knowing and respecting laws
      4. Recognizing the hazards of misusing any product
      5. Recognizing that healthy individuals do not need regular medication
      6. Recognition of everyone's responsibility in the prevention of drug misuse
      7. Being informed of agencies that enforce laws

V. Drug Misuse
   A. Medicines are misused in various ways
      1. By sharing medicine without consultation of a doctor
      2. Through self-diagnosis
      3. Use of left-over prescription medicines
      4. Through overdosage - accidental or intentional
      5. Underdosage
   B. Dangers associated with misuse of drugs (including alcohol)
      1. Tolerance
      2. Development of dependence - psychological, physical
      3. Personality changes - moods, goals, outlook on life
      4. Death
   C. Various common substances have an abuse potential that can be harmful
      1. Addicting drugs
         a. Opium and its derivatives
         b. Barbiturates
         c. Synthetics
         d. Alcohol
      2. Non-addicting drugs
         a. Stimulants
         b. Hallucinogens
         c. Tranquilizers
         d. Deleriants
   D. Commonly abused drugs most frequently affect the brain and nervous system consequently altering body reactions
      1. Stimulate or depress the central nervous system
      2. Induce hallucinations, alter perception and performance
      3. Create a state of dependence
      4. Alter mood and behavior
   E. Reasons offered for misuse of drugs (including alcohol)
      1. Result of a lingering illness
      2. As a "crutch"
      3. Result of habitual use
      4. Belief that abuse is a sign of maturity or sophistication
      5. Desire for peer acceptance
      6. Family members do
      7. Curiosity, desire to experiment
      8. Rebellion
      9. Dissatisfaction with self, school, etc.
      10. Because of disappointment
      11. Desire for instant gratification
      12. To avoid facing and solving daily problems
      13. For kicks
      14. Feeling of hopelessness

VI. Production and Distribution of Drugs
   A. Soft drugs - many produced legally and sold to black markets
   B. Hard drugs - controlled by the American Crime Syndicate
   C. Upholding present laws governing illegal use of drugs, including alcohol
   D. Being a responsible citizen

VII. Nature of Alcohol
- A. Definition and properties
  - 1. Ethyl alcohol
  - 2. Methyl alcohol
- B. Poisonous nature of industrial-commercial alcohol
- C. Commercial uses of alcohol in food and medical products - flavoring, solvents, medicines, antiseptics, etc.
- D. Alcohol as a drug
  - 1. Type of drug: mind-altering
  - 2. Basic action: depressant

VIII. Alcohol in the Human Body
- A. Absorbed from stomach and small intestine
- B. Transported by the blood stream
- C. Broken down in the liver
- D. Effects on systems
  - 1. Nervous
  - 2. Circulatory
- E. Excreted by various organs
  - 1. Kidneys
  - 2. Lungs
  - 3. Skin

IX. Alcohol and Problems
- A. Personal problems
  - 1. Physical and mental disorders
  - 2. Employment
  - 3. Self-concept
  - 4. Safety
- B. Family problems
  - 1. Financial
  - 2. Social
  - 3. Parental
  - 4. Marital
- C. Community Problems
  - 1. Safety
  - 2. Unemployment
  - 3. Remedial
  - 4. Crime
  - 5. Courts
  - 6. Police

X. Alcoholism, a Sickness
- A. Recognizing the problem as a disease
- B. Treatment and rehabilitation
  - 1. Alcoholics Anonymous
  - 2. Hospital clinics
  - 3. Medication
  - 4. Antabuse - Disulfiran
  - 5. Psychiatric counseling

XI. Uses of Alcohol in Modern Society
- A. Variety of purposes for alcohol
  - 1. Celebrations

2. Parties
3. With meals
4. Self-medication
5. Escape

B. Prevalence of drinking in the United States
1. People who drink
2. People who do not drink

C. Society's ambivalent attitudes about alcohol
1. Minimal legal controls
2. Drinking practices
3. Advertising and other enticements

XII. The Young Person and Beverage Alcohol

A. Reasons for drinking
1. Curiosity
2. Peer pressure
3. Adventure
4. Imitation of adults
5. Unaware of dangers

B. Reasons for not drinking alcohol
1. Personal reasons
2. Religious training
3. Parental pressures

C. Decisions regarding alcohol use

XIII. The Tobacco Economy
- A. The United States is a world leader in tobacco
  - 1. Production
  - 2. Exportation
  - 3. Consumption
- B. Certain of our states base a large portion of their economy on tobacco industry

XIV. Tobacco's Effects on Health
- A. Causes for concern in recent years
  - 1. Increase in heart disease and cardiovascular disorders
  - 2. More deaths due to lung cancer and other respiratory diseases
  - 3. Shortened life expectancy of smokers
- B. Increased tobacco use in the United States
  - 1. A look at increased per capita cigarette consumption since 1900
  - 2. Corresponding increase in incidence of lung cancer and other cardio-respiratory illnesses
  - 3. Consumption of pipe tobacco and cigars has decreased
  - 4. Increased smoking by teenagers
- C. Surgeon General's Report
  - 1. Report made in 1964
  - 2. Research findings
    - a. Cigarette smoking is a cause of lung cancer
    - b. The incidence of heart disease is higher among smokers than nonsmokers
    - c. Other respiratory diseases are more common among smokers
    - d. People who have never smoked are least apt to die from lung cancer
- D. Other effects of tobacco
  - 1. Respiratory system
    - a. Interferes with normal breathing
    - b. Athletes are instructed not to smoke
    - c. Tendency toward more frequent colds of longer duration
  - 2. Digestive system
    - a. Smoking tends to reduce one's appetite
    - b. Interferes with the ability to taste and enjoy food
    - c. Delays digestion
  - 3. Heart
    - a. Increases heart rate/pulse
      - 1. Disadvantages to the athlete
      - 2. Affects efficiency of body muscles
    - b. Raises blood pressure
  - 4. Growth and development
    - a. Decreases the desire for food
    - b. Deprives body of fresh air necessary for the growth of tissue

XV. Deciding About Smoking
- A. Important considerations
  - 1. Effects of smoking on one's health
    - a. Content of smoke
    - b. Physiological effects
  - 2. Effects of smoking on physical performance
  - 3. The expense of smoking

4. The smoking habit may last your lifetime
5. Safety implications of smoking
6. Attitudes of parents and other family members
7. Uniqueness of the individual

B. Making the right decisions
   1. A mature decision based on a clear understanding of tobacco and its use
   2. The extent to which a person is "grown up" is not measured by his decision to smoke

LEARNING AND EVALUATIVE ACTIVITIES

1. List examples of drugs which come from plants, animals, and minerals, and which are synthesized in laboratories.

2. Discuss dangers of taking less than, we well as more than, the prescribed amount of a medicine.

3. Explain main purposes of prescription medicines.

4. Have children ask their parents for what illnesses they commonly use non-prescriptive medicines and list such medicines commonly found in their home.

5. Invite a nurse to discuss constructive use of medicines motivated by positive attitudes of self-protection.

6. Identify proper uses of common household products.

7. Show children the warning labels on some over-the-counter drugs and teach their meaning.

8. Evaluate personal habits to determine their effects upon total health.

9. Describe some of the physical and psychological effects of improperly used drugs and volatile substances - both immediate and long-range.

10. Have students relate their experiences with taking medicine. Why is it necessary to take a specific amount at a specific time?

11. Discuss why a doctor's prescription is necessary to obtain certain types of drugs.

12. Present a druggist as a guest speaker; have him explain the safety factors associated with medicines as well as possible harm from misuse.

13. Show children poison labels so that they will learn to identify them.

14. Have students collect newspaper and magazine articles dealing with accidental poisonings, safe use of medicines, etc. Have them make scrapbooks or arrange articles as a bulletin board exhibit.

15. Read warnings from labels on empty paint cans, cleaning fluids, glue tubes, etc., and explain meaning to students.

16. Explain to students what they should do if they feel any unusual effect after having been exposed to any chemical substances.

17. Discuss rules for taking medicine.

18. Dramatize ways adults should properly dispose of old medicines and

containers. Develop a letter to parents suggesting safe ways both to store and to dispose of medicine.

19. Have students relate personal experiences with various substances and discuss the purpose and effects of each. Explain how some substances have both good and bad effects.

20. Discuss dangers of having too much of a "good thing." (Sunburn, etc.)

21. Have a doctor discuss the relationship of health to use of chemical substances.

22. Have children discuss the things they do and say because their friends do. Discuss how to answer friends who insist that unknown substances be used. Discuss dangers of experimenting "for fun."

23. It's not uncommon for people to make generalizations about others because of their appearance or way of acting. This is known as stereotyping - thinking or talking about a person as a member of a group rather than as an individual. Often stereotyping leads to misunderstandings. Role-play a situation in which an innocent, long-haired, jean-clad, bare-footed young person is accused of being a drug-using "hippie" by an older person. When completed, have the class discuss their feelings.

24. Make a collage of people who are taking risks. For example, people who are: working in a dangerous situation, athletes, daredevils. Then have the class explain how these risk situations are different from the risks of people who abuse drugs. Questions to help start the discussion might be:

    Who has the greater control?
    Who is taking the greater chance?

25. Invite an attorney to discuss in lay terms the laws concerning drugs.

26. Discuss how great harm can result from "taking a dare" involving the use of unknown substances, candy from strangers, etc.

27. Read to the class and discuss stories about discoveries of important drugs.

28. Discuss information on prescription labels and how to follow them correctly.

29. Collect and show labels to the class from prescription and non-prescription medicines. Compare.

30. Have children make posters on how drugs as medicines contribute to healthful living.

31. Have children describe how their friends affect their behavior. Discuss: "Should one always follow a friend's advice?" and "Are there disadvantages in following the leader?"

32. Role-play how to cope with pressure from friends who insist that others use drugs.

33. Have students list health problems that may result from drug misuse.

34. Ask students to survey their homes, under supervision of an adult, to learn where potentially harmful substances are stored. Report to the class on safe places to store substances.

35. Dramatize a situation in which a student is urged by his friends to take a dare and ingest an unknown substance.

36. Show a can of antifreeze or paint and study the contents used in the manufacture of the product.

37. Have students examine labels on bottles in the kitchen and medicine cabinet for alcoholic content.

38. Have students compare the body's use of alcohol with its use of proteins, fats, and carbohydrates.

39. Discussion: How do the effects of alcohol on the human body wear off?

40. Class discussion: Excessive use of beverage alcohol may lead to problems.

41. Compare the cost of beverage alcohol and the cost of nutritious foods.

42. Guest speaker: (welfare society): Discuss the family problems related to alcohol:
    - Financial
    - Work efficiency
    - Child neglect
    - Respect for family members

43. Investigate reports of the National Safety Council relating alcohol as a causal factor in motor vehicle accidents.

44. Discuss: Why some people do not or should not drink.

45. Have local policeman discuss the problems caused by drinking drivers.

46. Class discussion: What should be our attitude toward alcoholism? Consider:
    - Alcoholics are sick
    - Alcoholics can be helped
    - Alcoholics need greater public assistance and support

47. Guest speaker: The role of Alcoholics Anonymous in helping alcoholics.

48. Discuss professionals available who can treat alcoholism.

49. Distinguish between ethyl and methyl alcohol.

50. Have pupils create posters: Uses of alcohol (preservative, disinfectant, solvent, drug, etc.)

51. Scrapbook: Have pupils make a scrapbook to include pictures and articles concerning the problems created by the use of alcohol.

52. List the reasons young people and adults give for drinking. Evaluate them.

53. Oral and/or written reports: The effects of alcohol in sports, driving a car, flying, and in occupational skills.

54. Discuss: People who drink to excess are those who are unable to face their problems and are using alcohol as a means of escape.

55. Bulletin Board: Illustrate and display pictures and newspaper articles of accidents and other losses attributed to alcohol.

56. Draw and label a figure of a man showing the systems and organs affected by alcohol.

57. Make a bulletin board showing the use of alcohol in industry and medicine.

58. Discuss the effect of alcohol on behavior: include and explain why alcohol appears to be a stimulant on the body.

59. Students may formulate a social situation in which a young person might find himself tempted to drink. A panel may discuss the alternatives and recommend solutions for the individual.

60. Have local police department demonstrate the balloon test procedure, etc. for alcohol consumption.

61. Students dramatize a situation in which a ten year-old is encouraged to smoke by his friends. Ask class members how they might have reacted in a similar situation.

62. Suggest that each student ask the following question of his parents: "If you could make your decision to smoke or not to smoke all over again, would you start smoking?"

63. Have children tell about adults they know that have quit smoking or that have tried to quit. Why did they decide to quit? Were they successful?

64. Arrange for student panels to discuss the topic: "To what extent should parents make decisions for me?"

65. Have students prepare a brief essay describing their personal reasons for making a decision about smoking.

66. Ask students to fold a piece of notebook paper in half. On one portion have them write "The Advantages of Smoking." On the other portion of the paper have students list "The Disadvantages of Smoking." Ask each student to proceed to list all of the advantages and disadvantages he can think of. The teacher may combine the results and later discuss the many disadvantages of smoking as compared to the few (if any) advantages.

67. Use a smoking machine so children can see and smell substances that collect in the lungs.

68. Compare the increased rates of lung cancer, heart disease, etc., with the increased per capita consumption of tobacco. The students should be encouraged to note relationships between increased tobacco sales and the corresponding increase in lung cancer.

69. Invite the school physician or school nurse-teacher to speak to your class about the increase in lung cancer, heart disease, and other illnesses associated with smoking.

70. Students develop exhibits for your school health or science fair.

71. Display the American Cancer Society exhibit - a wheelbarrow of cigarette butts and a jar of "tar." Perhaps your students can create equally effective displays.

72. Suggest that students record the pulse rates of their smoking family members (while sitting) before and after smoking a cigarette. Graphs can be developed to record the variations in rates. Compare findings in class.

73. A student committee might prepare a bulletin board on "Smoking and Fitness."

74. Have children select and bring to class a cigarette ad from a magazine or newspaper. After studying the ad have them change the message so it tells the other side of smoking. Makes an interesting bulletin board display.

75. Look at, and discuss the information which demonstrates the effects of smoking on non-smokers.

76. Discuss: Do you have to smoke when you are an adult?

77. Discuss: Is smoking worth all of the risks involved?

78. Have pupils explain their feelings and understanding of smoking advertisements.

79. List a number of diseases that are commonly believed to be caused or aggravated by smoking. Assign a small group of students to find the facts which have been determined by research studies and weigh the evidence in each case. Examples are coronary artery disease, ulcers, high blood pressure, anxiety, atherosclerosis, cancer of the lungs, mouth, esophagus, larynx, bladder, and Buerger's disease.

80. Make a bulletin board display of cigarette advertisements and analyze the type of appeals which they utilize.

81. Ask each student to survey at least ten persons who smoke more than a pack of cigarettes a day and ask them if they wish they could stop smoking. Have they ever tried to stop smoking? What advice would they give to a young person who does not yet smoke?

82. As a class project, using current cigarette prices, calculate the total yearly cost of smoking one pack of cigarettes a day. Then calculate the cost for a lifetime.

83. See if anyone can propose one good reason for using tobacco. How many reasons can the class list not to use it? Choose another poor habit - for example, obtaining only three hours sleep each night. If they can not find even one good reason for losing sleep, would they be likely to adopt this poor habit?

84. Stage skits to illustrate why a young person might begin to smoke.

85. Survey one or more grades in your school to determine the extent of smoking among young people. Make the questionnaire anonymous, requiring only the age of the respondent, age when he started to smoke, amount smoked, and perhaps the reason why.

86. Make bulletin board charts showing the amount of tobacco consumed in the United States in recent years.

87. Make a bulletin board showing the amount of money spent on tobacco in comparison to medical expenditures, food for the family, recreation, etc.

88. Initiate student panel discussion on "Things On Which We Are Dependent." Make a differentiation between helpful and harmful dependence.

89. Have the students write a paragraph or one page essay on one of the following topics: The kind of person I would like to be ten years from now.
What I want most out of life.

RESOURCES

Films:

Almost Everyone Does, BOCES #832-122, 14 minutes

Barney Butt, BOCES #832-277, 13 minutes

Drag, The, BOCES #831-151, 8 minutes

Drugs: The First Decision, BOCES #831-261, 9 minutes

Drugs and the Nervous System, BOCES #832-88, 16 minutes

Health Wreckers, BOCES #832-416, 13 minutes

Huffless, Puffless Dragon, BOCES #831-392, 8 minutes

I Think, BOCES #832-120, 19 minutes

Puff the Magic Dragon, State Health Department, 84 Holland Avenue, Albany, New York 12222

Science of Alcohol, Sid David Productions, 1046 South Roberts Boulevard, Los Angeles, CA 90038

Smoking Past and Present, BOCES #832-366, 15 minutes

TV Messages on Cigarette Smoking, BOCES #832-371, 12 minutes

Pamphlets:

It's Best to Know about Alcohol, BOCES #103, National Alcohol Beverage Control Association, 5454 Wisconsin, Washington, D.C. 20015

Someone Close Drinks Too Much, National Institute on Alcohol Abuse and Alcoholism, 5600 Fishers Lane, Rockville, Maryland 20852

Smoking and Health Experiments, Demonstrations and Exhibits, U.S. Department of Health, Education and Welfare, Public Health Service, Arlington, VA 22203

Under the Influence, Aetna Life and Casualty, Hartford, CT 06115

Where There's Smoke, BOCES #P-35, American Cancer Society

American Heart Association

Filmstrip:

The Habit and the Hazard, filmstrip by Cathedral Films, Community Project on Smoking and Health, 111 Light Court, Syracuse, New York 13210

Warning from Outer Space, Professional Arts on Smoking (FREE)

Filmstrips and Cassettes:

Drugs and Children, BOCES #392-3, 30 minutes

I'll Choose the High Road, BOCES #392-13

Professor Persuader, BOCES #392-15

Smoking and Children, BOCES #392-1

Tobacco: The Habit and the Hazard, by Cathedral Films, Community Project on Smoking and Health, 111 Light Court, Syracuse, New York 13210

To Smoke or Not to Smoke, BOCES #392-17

Games:

Drug Attack, BOCES #710-30

Drug Decision, accompanying programmed text, teacher's manual, and workbook

Posters:

Best Tip Yet: Don't Start, BOCES #P-75

Life is so Beautiful, Stay Alive, Don't Smoke Cigarettes, BOCES #P-73

Coloring Books:

Katy's Coloring Book about Drugs and Health, National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, MD $.35 per copy, GPO SN #2704-0011

Kool Kat, BOCES #P-171, N.Y. State Drug Abuse Control Commission, Box 8200, Albany, N. Y. 12203

HENS:

Alcohol Education Materials, BOCES #HN-1, Parts I & II

Drug Education Information, BOCES #HN-9, Parts I & II

Smoking, BOCES #HN-22, Parts I & II

Audio-Visual Materials on Alcohol and Alcoholism, National Institute on Alcohol Abuse and Alcoholism, 560 Fishers Lane, Rockville, MD 20852

Basic Concepts of Alcohol, R. Needle and A. Hill; Laidlaw Brothers Publishers, River Forest, IL

Facts and Fantasies about Alcohol, C. G. Wrenn, S. Schwarzrock, American Guidance Service, Inc., Circle Pines, MN 55014

Student Texts:

The Healthful Living Program, Laidlaw Brothers, River Forest, IL 60305 (Chapters on dependency-causing substances)

MENTAL HEALTH

OVERVIEW

Mental health means a positive, yet realistic self image. A feeling of confidence from having met a challenge in the past is the best tool for approaching a new challenge in the future. In fact, growth and learning depend on the child's moving outside the limitations of his present experience to try new things. His concepts grow by integrating new sensations and perceptions with exciting mental constructs of reality. If he is withdrawn and turned inward, self growth becomes more difficult.

For the young emotionally disturbed or learning disabled child, mental health is the security of a strong sense of identity. This identity is based on many factors in the child's life cycle. At a very early age, children should become aware of who they are.

Important to the development of self image is the need to realize that the ultimate end to all living things is death. A realistic attitude at this age is important in dealing with emotional conflicts encountered with a death of a family member, friend, or pet. Basic understandings related to loss of a significant other, either through death, divorce, or separation are topics that need to be discussed and dealt with before or while they are encountered.

The basic components of mental health can be developed in the classroom, despite a home situation which may not foster it. A sense of identity -- a knowledge of who one is in relation to the family, school and community; a feeling of confidence -- the ability to approach new problems without undue fear; a realistic self image -- knowing one's strengths and accepting, at least for the time being, one's limitations; a zest for living; appreciation for other people; love of the environment. These are a few specific mental health areas which can begin to be developed in the special education classroom.

OBJECTIVES

Suggested Pupil Outcomes:

1. Think and act in a rational manner in most situations and relationships.
2. Display control and understanding of his feelings in a positive way.
3. Discuss the influence of various kinds of persuasion on behavior.

4. Describe the relationship between one's perceptual field and reality.

5. Identify factors which may alter one's perception of reality.

6. Compare the relationship between one's self-concept and how others see one.

7. Demonstrate respect for himself and others.

8. Interpret and observe rules for living that make a happier and healthier life for all.

9. Strive to develop and maintain satisfactory interpersonal relationships.

10. Identify himself/herself as a person of worth.

11. Identify various stages of the continuous life cycle - birth, infancy, childhood, adolescence, adulthood, old age, death.

12. Realize that death is the ultimate end to all living things.

13. Express feelings and emotions regarding loss of a significant other.

14. Conclude that there is a need to share love, empathy and sympathy with individuals who are experiencing an emotionally charged situation related to loss of a significant other.

15. Recognize mental health as one aspect of total health.

16. Strive to become a mature personality able to face life's problems.

17. Attempt to achieve self-realization and happiness.

18. Discuss one's capacity to love and respect.

19. Develop emotional control by attempting to adequately meet situations that occur in one's environment.

MAJOR CONCEPTS

1. Mental health is:
   How you feel about yourself
   How you feel about other people
   How you are able to meet the demands of life.

2. As we grow up we learn to control our own behavior.

3. We develop and change habits because of experience.

4. Leisure time activities help develop creativity, friendships, skills.

5. It is important to have respect for one's self.

6. Emotions are normal.

7. Friendships contribute to a person's well-being.

8. The personality consists of one's total "self" and his characteristic ways of reacting to life situations.

9. A healthy personality relates well to others and is able to adjust to the emotional, social and physical stresses of life.

10. Since inherited traits and life experiences are different for each human being, each of our total personalities is different from other personalities.

11. Consideration of others' rights and property is important.

12. Our voice and actions reflect our feelings about ourselves.

13. Mental health is one aspect of total health.

14. Each individual, as a person, is very important.

15. Working and playing together is part of growing up.

16. Good behavior is a part of growing up. Improving behavior tells others you are growing up.

17. Everyone is different. You can do certain things well, better than others; yet, some can do things better than you.

18. Each of us assumes various roles and responsibilities as a member of a society.

19. Personality traits such as disposition and honesty, are not inherited but are largely the result of family and other environmental influences.

20. Needs for food, air, water and sleep are examples of man's basic physical needs, as opposed to emotional needs.

21. Individuals have psychological needs that are considered basic to their well-being. (Need for love, approval, independence, security, and feeling significant.)

22. Basic human needs are those whose satisfaction is necessary for man's essential welfare.

23. A need or drive is a conscious or unconscious desire that arouses activity in people.

24. All people should have some insight into their own capabilities, strengths and weaknesses, and how to use these for further growth.

25. As the individual grows and develops, he should become more responsible for himself and increasingly more considerate of other people.

26. Even though each person has his own unique way of growing, there are growth patterns that occur among different age groups.

27. Each individual affects the groups to which he belongs.

28. Feelings or forces that energize people's behavior are known as emotions.

29. Any given emotion (i.e. anger) may be expressed in either a positive or negative manner.

30. Knowing ourselves helps us to live better with others.

31. The very involvement of a child in the joys and sorrows of life, including expresssing grief at the time of loss of a significant other, can be a source of maturation.

CONTENT OUTLINE

I. The Developing Social Self
   A. The individual and the group
   B. Peer relationships
   C. Relationships within the family
      1. Relationships with parents
      2. Sibling relationships

II. The Totality of the Individual
   A. Behavior
      1. Drives
      2. Urges
   B. Individual traits
      1. Desirable
      2. Undesirable
   C. Continuous growth of personality throughout life
   D. Basic human needs
      1. Physiological needs
      2. Psycho-social needs
         a. Psychological security
         b. The need for love
         c. The need for approval
         d. The need for independence
         e. The need to feel significant

III. Behavioral Responses to Living and Working
   A. Success
   B. Frustration

IV. Fundamental Emotions
   A. Love
      1. Self love
      2. Love of parents and family
      3. Love for a friend
      4. Love for significant others
   B. Fear
      1. Superstition
      2. Anxiety
      3. Phobia
   C. Anger
   D. Emotional expression
      1. Positive release of feelings
      2. Negative or self-defeating responses

V. Assistance in Resolving Physical and Mental Problems
   A. Family medical physician
   B. Mental health clinic
   C. Religious consultant
   D. Guidance personnel

VI. Death as a Finality
    A. Causes of death: anytime, any age
        1. Disease
        2. Suicide
        3. Accident
    B. Emotions dealing with death
    C. Determination of death

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss growing responsibilities now - care of possessions; respect for others' possessions; responsibilities for own appearance, actions.

2. Develop a sense of responsibility in classroom by having class "chores" for which the responsibility rotates.

3. Conduct a "buzz" session on how to be a leader, how to be a follower.

4. Discuss social skills, in the home, school, community, in your friends' homes (making introductions, etc.).

5. Discuss the differences between teasing and practical jokes.

6. Discuss the use of "bad" language.

7. Have a panel discussion on the reasons for rules and laws.

8. Have the students keep a record of the use of their leisure time for a weekly period. Discuss how waste of time can be avoided.

9. Discuss differences in people: culture, customs, religion, handicaps, races, economic groups.

10. Discuss how the appearance and attitude of older students influence younger students.

11. Discuss how we can meet and solve problems. Where is help available?

12. Discuss how to understand or tolerate another person's opinion. How can you control your reactions?

13. Conduct a class discussion on living with older people in the home, respecting rights of adults, school, community.

14. Discuss how your own behavior makes you feel - good behavior; poor behavior.

15. Discuss honesty, dishonesty, its effect on self and others.

16. Discuss what emotions are, how they are shared by all persons, but sometimes expressed differently.

17. Discuss ways in which the emotions develop.

18. Teacher: have a reading list of stories in which students can see the characters in a variety of emotional experiences.

19. Dramatize or discuss negative emotional behavior. Discuss constructive otulets for "pent up" anger; letting off steam, preventing tantrums.

20. Discuss worry, what causes it, how to avoid it, how to accept it.

21. Discuss Charlie Brown's book, "Friendship Is..." - the give and take in a relationship.

22. List the qualities you like in other people. Which of these do you feel are the most important?

23. Discuss cliques (why they exist, etc.).

24. Discuss different types of friendships. (Older people, younger, peer, sharing of an interest; community; school.)

25. Discuss attitudes that are important in friendship - forgiving, keeping confidences, observing privacy, avoiding possessiveness.

26. Suggest that persons tend to react in a positive manner to attitudes of friendliness and courtesy, and in a negative manner to expressions of hostility. Discuss with students and test this hypothesis by recording the initial reactions of people whom they meet throughout the day.

27. Discuss differences between inherited and acquired characteristics/ traits.

28. Have children list human traits that can be changed.

29. Have the class respond to: "The traits I like or dislike in a friend", or "What I like best about boys, or girls".

30. Make a list of desirable behavior practices, encourage weekly checking and ways to improve or change behavior that is difficult.

31. Discuss the Golden Rule, fairplay, generosity and kindness.

32. Discuss the statement, "Life without emotions would be dull and colorless".

33. List on the board some positive ways to manage emotions, such as anger: a. physical exertion, b. laughing it off, c. talking it out with someone.

34. Have pupils reflect upon ways in which fear can be constructive, protective.

35. Arrange a hobby show in class to demonstrate, display and explain hobbies.

36. Have the students demonstrate how to solve a class, school or community problem.

37. Make a list of things about yourself you would like to improve and how you will go about doing so.

38. Have a panel discussion on how boys and girls should act with older persons. Try to include people from different age groups on the panel.

39. Ask the children to imagine a world in which everyone had the same personality. Through discussion or role-playing, the children should realize that such a world would be impossible.

40. Write a composition about how it feels to be "new" or "different" in a new neighborhood.

41. Have each pupil make a list of "Traits I Like About Myself", "Traits I Would Like to Change". Have them write out a plan for overcoming the undesirable traits. Notice the preponderance of physical traits.

42. Form committees to develop themes such as:
    How can one develop more responsibility for the well-being of others? In class? At home?
    How can one develop more responsibility for his own behavior? In class? At home?
    How does the way one behaves affect the way parents and other adults act or feel?

43. Have the pupils discuss the fashions, words, dances, or games that are "in" with their peer group.

44. Role-play tension-arousing situations. Discuss the possible solutions.

45. Have children make a collage showing life versus death.

46. Class discussion allowing students to express their feelings on a death experience they have encountered.

47. As we all know, it is important for young people and their parents to communicate. This is a simple and interesting way to illustrate to the young people in your classroom the communication gap and some possible solutions.
    On a piece of paper, have the students write fifteen things which are important to them. When this is completed, draw three columns next to the list. In the first column have the students check the items which they do not discuss with anyone. In the second column, check those which are discussed with friends only. In the third column, check off the things which are discussed with their parents.
    When the list is completed, use this as a jumping off point for classroom discussion.

48. This activity could easily be done in conjunction with the English teachers. Most students by this age have read or are reading The Adventures of Huckleberry Finn or The Adventures of Tom Sawyer by Mark Twain. Discuss the developmental tasks that each boy had to master on his road to maturity in comparison to the developmental tasks of today's young people. How are they similar and how do they differ?

49. Discuss this question, "Is it necessary for me to do everything that my friends do and am I strong enough to refuse?"

50. Have students discuss the differences and similarities in the way males and females express sadness, fear, affection, etc. Why?

51. Ask each child to write a short paper titled "Why X Is My Best Friend". Then discuss the importance of friendship, the qualities of friendship and how to be a good friend.

52. Use the board to list as many sentences as possible that demonstrate different uses and meanings of the word "love".

53. Make a list of "What Your Family Expects of You" and compare it with a list of "What Your Friends Expect of You," i.e. telephone use, hair style, dress code, curfew hours, etc.

54. Discuss some situations that might arise from a student not being allowed to do what his friends are doing.

55. A great deal can be learned about emotional behavior from role-playing situations. A group of students can write a short skit to show how friction can develop between two friends. They might use a situation in which a decision made by one is rejected by the other. If the skit ends with the two friends angrily walking away from each other, members of the class can then suggest ways in which the conflict might have been resolved and the friendship saved. This same technique can be used with a conflict plot, i.e. teenager and parent, teenager and teacher.

56. An interesting debate can be built around the song entitled "Patterns" in which Paul Simon tells of the patterns that govern and direct his life. The debate would deal with the idea whether or not our lives are governed by fixed patterns.

57. Discuss how children of different backgrounds do things differently.

58. Read stories that illustrate children in different behavior situations.

59. Make up plays about disappointments which occur and how they can work for good.

60. Tell about things you like to do, bring to school things you have made. Teacher make up a display of children's hobbies.

61. Talk about times you are happy. Times that you are sad (or other feelings); what causes you to feel this way?

62. Talk about what you can do when you feel upset. Discuss how you can help others when they are upset.

63. Discuss the many ways in which you can show kindness to others.

64. Teacher help children understand what is expected of them with others in classroom situations: how to wait; how to watch; how to play; how to share; how to help; how to accept a "no" or "yes" answer.

65. Discuss with the class the question, "What do you do to avoid loneliness?"

66. Tell how assuming responsibility for possessions can express consideration for others.

67. Discuss the difference between humor and jokes that hurt.

68. Demonstrate how our voice and facial expressions can reflect our feelings although our words may not.

69. Discuss ways children can help the teacher and other children without having some specific job assigned to them.

70. Discuss what happens when duties are not carried out.

71. Discuss ways in which we can make living together in the classroom safer, more comfortable, friendlier, etc.

72. Make a chart on which you show how much student time is spent with school family; compare with home family (do not include sleep time).

73. Encourage the pupils to act out scenes to show ways in which the family members share with one another.

74. Discuss how children can help a new student in the classroom.

75. Draw pictures of what the nurse, teacher, school patrol do for children.

76. Discuss the differences between tattling and concern.

77. Draw a picture of your idea of "growing up," or a self portrait.

78. Draw a picture or make a booklet of pictures of things I like to do.

79. Show the film My Turtle Died Today or read the book and discuss with the class.

80. Show and discuss the film The Day Grandpa Died.

81. Show and discuss the film Honeymoon.

Books:

Aesop's Fables, a Keith Jennison book; Franklin Watts, Inc. Publishers, 575 Lexington Avenue, New York, New York 10022

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Voirst; Atheneum Publishers

All About Me: Boy's Book, M.W. Hudson; Frank E. Richards Publishers, 1966. This book is designed to develop a youngsters positive self-image through the use of visual, auditory, factile and kinetic excerises. Available through SEIMC. FL-0038

All About Me: Girl's Book, M.W. Hudson; Frank E. Richards Publishers, 1966. A multisensory learning approach is used to help develop a healthy self-image in the youngster. Available through SEIMC. FL-0039

The Boy With A Problem, Joan Fassler; Behavioral Publishers, Inc., 1971. Johnny has a problem and it seems too big that he doesn't feel like playing, or eating or anything! When his friend takes the time to listen to him, he begins to feel better. Available through SEIMC. FL-0168

Don't Worry, Dear, Joan Fassler; Behavioral Publishers, Inc., 1971. Jenny is a little girl who sucks her thumb, wets her bed and stutters on some of her words. The love and warmth her family gives her help her gradually to overcome all these problems. Available through SEIMC. FL-0169

Happiness is a Warm Puppy, Charles M. Schulz

Mental Health Series by Muriel Stanek; Benefic Press, Chicago, Illinois, 1967.
I Am Here, #E S
I Can Do It, #E S
My Family and I, #301.42 S
My Friends and I, #E S

Let's Read and Find-out Science Book, Paul and Kay Sperry Showers

Love is a Special Way of Feeling, Joan Walsh Anglund

Lucy's Secret Pocket, (About Stealing)

My Turtle Died Today, Edith G. Stull; Holt, Rinehart, and Winston, 1964. E S

Books: (Con't.)

One Day Everything Went Wrong, Elizabeth Vreckin; Follett Publishing Company, New York, 1966. E V

The Old Man On Our Block, Agnes Snyder; Holt, Rinehart and Winston, New York, 1964. E S

Removing Blocks to Mental Health, State Education Department, Albany, New York

Stories From Inside/Out, Orvis A. Harrelson; Bantan Books, Inc., School and College Division, 666 Fifth Avenue, New York, New York 10019, 1974

Stories From Inside/Out: A Discussion Guide For Parents and Teachers, Bantam Books, Inc., School and College Division, 666 Fifth Avenue, New York, New York 10019, 1974

There's Nothing To Do So Let Me Be You, Jean Horton Berg; Westminister Press, Philadelphia, Pennsylvania

Walk In My Mocassins, Mary Phraner Warren; Westminister Press, Chicago, Illinois

Films:

Barbara, BOCES #831-188, 7 minutes

Bike, The, BOCES #832-114, 13 minutes

Billy and the Beast, BOCES #831-343, 10 minutes

The Day Grandpa Died, BOCES #831-360, 11 minutes

Elmer Elephant, BOCES #831-283, 8 minutes

Fairness for Beginners, BOCES #831-57, 11 minutes

Free To Be You and Me Series:
- Part I Friendship and Cooperation, BOCES #832-426, 16 minutes
- Part II Expectations, BOCES #832-427, 14 minutes
- Part III Independence, BOCES #832-428, 17 minutes

Friends, BOCES #832-295, 18 minutes

Getting Along With Others, BOCES #831-10, 11 minutes

Films: (Con't.)

Granny Lives in Galway, BOCES #833-121, 26 minutes

Hello Up There, BOCES #831-201, 9 minutes

Honeymoon, BOCES #831-371, 9 minutes

Hopscotch, BOCES #832-141, 12 minutes

I Am, BOCES #832-231, 15 minutes

Incredible Cat Tale, BOCES #832-324, 22 minutes

Inside/Out Series: BOCES (Video cassettes), 15 minutes each

- Because It's Fun
- Bully
- But Names Will Never Hurt?
- But They Might Laugh
- Can Do/Can't Do
- Getting Even
- How Do You Show
- I Dare You
- In My Memory
- Jeff's Company
- Just Joking
- Lost is a Feeling
- Must I/May I
- Someone Special
- When is Help
- Yes, I Can

Little Engine That Could, BOCES #831-82, 11 minutes

Little Gray Neck, BOCES #832-162, 18 minutes

Little Hiawatha, BOCES #831-284, 8 minutes

My Turtle Died Today, BOCES #831-148, 9 minutes

Rabbit, BOCES #832-328, 15 minutes

Rock in the Road, BOCES #831-136, 6 minutes

Three Little Pigs, The, BOCES #831-285, 9 minutes

Tortoise and the Hare, BOCES #831-286, 8 minutes

Trick or Treat, BOCES #832-128, 15 minutes

Trick or Treat, BOCES #831-287, 8 minutes

Ugly Duckling, The, BOCES #831-288, 8 minutes

Understanding Stresses and Strains, BOCES #831-190, 10 minutes

Kits:

Dimensions of Personality Series:
I Can Do It, Grade Two, BOCES #123-7
What About Me, Grade Three, BOCES #123-8
Here I Am, Grade Four, BOCES #123-9
I'm Not Alone, Grade Five, BOCES #123-10
Becoming Myself, Grade Six, BOCES #123-11

DUSO II, BOCES #123-18

Moods and Emotions Study Prints, The Child's World, Inc., Elgin, Illinois, BOCES #123-19

Posters Without Words, BOCES #123-16

Games:

Body Talk, BOCES #110-25

Can of Squirms, (High School), BOCES #110-16

Feelin', BOCES #110-24

Generation Rap, BOCES #110-13

The Ungame: Tell It Like It Is, BOCES #110-29

Why Am I Afraid To Tell You Who I Am?, BOCES #110-12

You!, BOCES #110-23

TEACHER RESOURCES

Materials listed below are available from the Special Education Instructional Materials Center (SEIMC) and may be borrowed by sending the publication's name and/or author(s) to the Special Education Office. Please include call number when possible. Many of these make excellent sources to which parents may be referred by teachers.

"A Child Called Noah" by Josh Greenfeld, reprinted by Higgins-McArthur, Longino & Parter Inc. and distributed by National Society for Autistic Children, Inc.

"A New Look at Childhood Autism Points to CNS Disease" by Dr. Ritrio, Changing Concepts, 1969.

A Parents Guide to Learning Problems by Margaret Golick, published by Quebec Association for Children with Learning Disabilities.

"Behavior Modification of An Autistic Child" by Eleanor R. Brawley, Florence R. Harris, K. Eileen Allen, Robert B. Fleming, and Robert F. Peterson, Mental Health Digest, 1969.

The Brain Injured Child from the Association for Brain Injured Children.

The Brain Injured Child - Cerebral Damage by Ruth Morris Bakwin, M.D., reprinted by New York Association for Brain Injured Children.

The "Brain Injured" Child - Introduction to Learning Disabilities by Dr. Lawrence Taft, printed by New York Association for Brain Injured Children.

The Brain Injured Child (The Perceptually Handicapped) by Richard S. Lewis from the National Easter Seal Society for Crippled Children and Adults.

"Counseling the Parent of the Brain-Damaged Child" by Dr. Bazach from Journal of Rehabilitation, 1971.

"Good Gosh! My Child Has Dyslexia" by S.V. Dauzat, Reading Teacher, V 22, N7, page 630-33, April 1969.

Helping the Adolescent with the Hidden Handicap, edited by Lauriel E. Anderson.

"Individual Learning Disabilities", Frostig, Marianne & Others, Rocky Mountain Educational Lab Corp., Denver. Spons. Agency-Office of Education (DHEW), Washington, D.C., October, 1968. Page 43 ED029 418.

"Is There a Tornado in the House" by Sally Olds from Today's Health, 1969.

Language Experience for Your Preschooler - Part 1 & 2, New York State Education Department.

"The Last Child" by Ellen Lochaya.

"Learning Disabilities - A Complex Phenomenon", J.C. Abrams, Reading Teacher, 23:299-303, 367, January 1970.

"Meeting Total Needs of Learning Disabled Children" from the Ontario Association for Children with Learning Disabilities.

Mental and Emotional Illnesses in the Young Child, from the National Institute of Mental Health, published by the U.S. Department of Health, Education and Welfare.

"Neurologically Handicapped Child: From, One Parent to Another" by Marilyn R. Coe from California Association for Neurologically Handicapped Children.

"New Approaches to the Treatment of Very Young Schizophrenic Children" by Marian K. DeMyer, M.D. and Herbert Yahraes, reprinted from Mental Health Program Reports, National Institute of Mental Health, 1971.

New York Association for Brain Injured Children News, Volume 13, No. 3.

Night Time and Your Handicapped Child: Preventive and Handling of Sleep Problems. A parent bulletin from the Special Education Instructional Materials Center at Hunter College.

"Parents in Crisis" by Mrs. Geven Johnson from California Association for Neurologically Handicapped Children.

The Parent Speaks by David G. Thomas, reprinted by the Association for Children with Learning Disabilities, 1970.

Points for Parents - Recommendations for Behavioral Management of Children with Perceptual Problems by Carol Wearne, Ed.M., from the Association for Children with Learning Disabilities.

Problems of Cerebral Dysfunctions by Maurice W. Laufer, M.D., published by New York Association for Brain Injured Children.

Recipe for Fun: Learning Activities for Young Children, Cole, Haas, Heller and Weinberg. This is an assortment of learning activities for parents to use with their children, having fun at the same time. The materials needed are those found around the house, such as egg cartons, macaroni, popsicle sticks, etc. CG

The School Day of the Learning Disabled Child by Willetta Iilva. A resource booklet with information for parents of learning disabled children.

"She Thought I Was Dumb, but I Told Her I Had a...Learning Disability" by Margaret Golick.

Some Aspects of the Characterisitics, Management and Education of the Child with Learning Disabilities (Minimal Brain Dysfunction) by Sam D. Clements, Ph.D., published by Arkansas Association for Children with Learning Disabilities Inc., 1969.

They Too Can Succeed by Doreen Kronick. A practical guide for parents of learning disabled children.

Who Is This Child? by Eileen F. Lehman and Robert E. Hall.

Your Child Has A Learning Disability...What Is It? by Beverly S. Williams. A Guide for Parents and Teachers with a Hidden Handicap, from the National Easter Seal Society for Crippled Children and Adults, 1971.

The following are some addresses to which you may wish to write if you have any questions or want additional information:

Association for Children with Learning Disabilities, Inc.
5225 Grace Street
Pittsburgh, Pennsylvania 15236

New York Association for Brain Injured Children
95 Madison Avenue
New York, New York 10016

Mental Health Materials Center
419 Park Avenue S.
New York, New York 10016

Center for Multiple Handicapped Children
105 East 106th Street
New York, New York 10029

American Schizophrenia Association
56 West 45th Street
New York, New York 10036

National Society for Autistic Children
621 Central Avenue
Albany, New York 12206

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

FAMILY LIFE AND SEXUALITY

OVERVIEW

Particular emphasis is placed on the family as the basic unit of our society in providing for an individual's mental, physical, and social health needs. A frame of reference is provided as to the importance of the family in our culture, the relationship of family members to each other and the reciprocal importance of families and individuals to each other. Through these learnings, the students should develop attitudes, knowledge and skills which enable them to contribute effectively to their present and future family life. This includes development of realistic attitudes.

Closely related to social and emotional adjustment is a child's sexual development. Sexuality is one of the most significant aspects of the human personality. The manner in which one's sexuality is directed and adjusted to a child's changing sex role can relate directly to his happiness, success as a member of a family and of society. Ideally, the school and parents should cooperate in the teaching of the physiological and psychosexual facts of reproduction.

It is essential that time and effort be given to the topics of human sexuality which directly affect family life during a child's education, and preferably repeated at intervals with the increased information and level of sophistication which his development will permit.

There are several reasons for this. First, the issue of the sexuality of the mentally and emotionally handicapped is most often treated by avoidance, resulting in a great gap in knowledge and a lack of maturity in emotions. Second, one of the primary criteria for acceptance among members of the general population is the appropriateness of one's behavior in regard to persons of the "opposite" sex.

Third, the disabled child who comes from a deprived environment has no opportunity to learn the facts about sexuality, or its rules and responsibilities. He may live with relatives or foster parents who do not bother to teach him the things he should know nor answer his questions in a well informed and thoughtful manner. Or he may live at home, but with one parent only, so that he has no opportunity to observe a loving relationship.

The child with learning disabilities is usually unable to compensate for these problems by going to the library with his questions. And the emotionally disturbed child may not only have observed aberrant sexual behavior, but have misinterpretted what he has seen or read by his own distorted views of the world. Both are in need of some well informed and considerate communication about their questions.

Finally, all children need some guidelines for their own behavior and an understanding of the rules which govern interaction between males and females in a changing world.

OBJECTIVES

1. Identify the individual differences within the male sex.
2. Identify the individual differences within the female sex.
3. Compare the physical differences between males and females.
4. Relate similarities and differences in appearance, interests and activities between boys and girls of the same age.
5. Identify the physical changes which take place in boys during pre-puberty and adolescent years.
6. Identify the physical changes which take place in girls during pre-puberty and adolescent years.
7. Describe normal incidents of growth and development.
8. Understand that masturbation is common and harmless when done privately and in moderation.
9. The process of mating is an evolutionary process.
10. Describe how reproduction is essential for survival of any kind of plant and animal.
11. Describe reproduction in animal life.
12. Demonstrate respect for other members of the family and himself/herself as a family member.
13. Display interest in each member of the family and realize that each member should be interested in the well-being of every other member.
14. Interpret and observe rules for living that make a happier and healthier life for all members of the family.
15. List the roles of each member of the family as an individual and as a contributing member of the family unit.
16. Acquire a knowledge for understanding and the attitudes for accepting
17. Understand the interrelationships between the family, society, and the individual.
18. Realize that death is the ultimate end to all living things.

MAJOR CONCEPTS

1. Young animals have a need for home, food and parental care.
2. Consideration of others' rights and property is important to a happy family life.
3. We have many different feelings which are part of a normal family life: sadness, loneliness, hate, fear, anger, joy, love, etc.
4. We learn about our culture at home and in school.
5. The family should foster the fullest development of each individual in the family.
6. Each individual, as a person, is very important to the family unit.
7. The family is the basic social institution imbued with the responsibility for providing its members with kinds of experiences which they need for their maximum physical, mental, social, emotional, and spiritual development.
8. Improving behavior tells others in the family that you are growing up and ready for more responsibilities.
9. Each of us is a member of a family or extended family.
10. Each of us assumes various roles and responsibilities as a member of a family.
11. Adults help children to stay safe, happy, healthy, clothed, fed, and secure.
12. The school/community helps children to stay safe, well and happy.
13. Families do many things together.
14. Sharing helps to make the home a happy place.
15. Children make contributions to the family.
16. Some feelings of anger and resentment expressed by brothers and sisters are natural.
17. Living things reproduce in order to perpetuate the species.
18. There are similarities and differences in human reproduction and in that of lower animals.
19. There are many anatomical and physiological differences between the human male and female.

20. Many significant changes take place during puberty.

21. Living things give birth in a variety of ways.

22. Masturbatory experiences may follow genital handling upon reaching maturity.

23. The menstrual cycle is a natural event in the life of a young girl which indicates she has reached one new area of maturity.

CONTENT OUTLINE

I. The Family is a Unit
   A. What is a family
      1. There are many similarities
      2. There are many differences
   B. What are its purposes?
      1. Transmit culture
      2. Train and educate
      3. Provide security
      4. Provide a source of love and understanding
      5. Provide recreation and other activity
   C. What are roles in the family?
      1. Father
      2. Mother
      3. Children
      4. Extended family members
         a. Grandparent(s)
         b. Aunt(s) and Uncle(s)
         c. Foster children
         d. Etc.
   D. How do we cope with the loss of a significant other?
      1. Death
      2. Divorce
      3. Separation

II. All Life Comes From Similar Life
   A. How is everyone unique?
      1. Males and females are different
      2. Personality develops at varying rates
         a. Self-image
         b. Self-confidence
         c. Respect and trust for others
         d. Acceptance of occasional failure
         e. Learn decision-making
         f. Control emotions
         g. Learn compassion
         h. Know how and when to share
   B. How does a newborn baby affect the family?
      1. Parents care for the children
      2. Each child has a place in the home
         a. Reasons for rivalry
         b. Reassurance of love

III. Background Orientation and Terminology Related to the Reproductive System
   A. Parts of the body
   B. Functions

IV. Growth and Development
   A. Understanding our changing body
      1. Infancy
      2. Early childhood

IV. Growth and Development (Cont.)

3. Preadolescence
4. Adolescence
5. Maturity/Adulthood
6. Old age

V. Sex-Related Topics
   A. Secondary sex characteristics
   B. Menstruation
   C. Masturbation
   D. Homosexuality
   E. Infatuation, puppy love and crushes

VI. Sexual Maturity and Responsibility
   A. Search for identity
   B. Seeking peer support
   C. Respecting self and others

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss things you can do now that you could not do when younger.

2. Compare differences in pets, flowers, people.

3. Talk about what you would like to be when you grow up. Then draw a picture of your idea of "growing up."

4. Tell how you help at home, discuss many different ways of helping (i.e. manners, smiling, taking turns, etc.).

5. Write a story about family get-togethers, trips, and celebrations.

6. Discuss friendships, with older people, younger, peers.

7. Make a list of desirable home behavior practices, encourage weekly checking and ways to improve or change behavior that is difficult.

8. Discuss relationships with brothers, sisters, mother, father in home (respecting property, privacy, etc.).

9. Provide children with picture sheets of family members. Have children cut, color, and paste them in their family albums.

10. Discuss and draw pictures of different types of homes in which people live (small, large, trailers, apartments).

11. Discuss the differences in families (size, types of members, etc.).

12. Ask students to talk to their father to determine what his job is, why he must have a job that will take him from his home, how this job effects him and the other members of his family. Repeat this activity with a mother to determine what her responsibilities are at home, what effect her work has on the other members of the family, what effect her working out of the home could have on the family. Have children present reports on the results of the discussions with parents.

13. Discuss and observe the other ways we are alike. We all have teeth, lungs, bones, muscles, hearts, etc. We have similar feelings.

14. Grow two sets of plants - give one proper care and deprive the other of good soil, water, sunlight. Frequently compare and discuss results.

15. Observe the birth of fish in aquarium. Note the difference in size. Use pictures of other mother and baby animals or visit a farm or zoo, observe the male and female animals. Note the differences in color, size, plumage, etc. Compare similarities and differences in human mothers and their babies.

16. Display pictures of mammals and their babies; observe ways in which all these animals are alike. (Through discussion help children to discover that these animals did not lay eggs.)

17. Share information about birth of pets at home.

18. Have children bring to school pictures of their own families. Observe the ways in which the children are like the father, mother, aunt, uncle, or grandparents.

19. Write and illustrate the following pages for a booklet:
    How I am like my mother.
    How I am like my father.
    How I am different from my mother.
    How I am different from my father.
    Or select any relative or adult.

20. Show children packets of various vegetable or flower seeds. Plant the seeds. Observe that the seeds produce the kinds of plants from which they came.

21. Plant cuttings from geranium or ivy plants. Discover that the new plants are the same as the one from which the cuttings are made.

22. Discuss the parental care of babies in their own homes.

23. Dramatize the mother and father taking care of a new-born child in the home.

24. Have children collect pictures showing the different kinds of homes used by animal and bird life.

25. Plan a booklet that will use pictures from baby days to present age showing progress.

26. Have the class draw pictures depicting the various members of the family at work.

27. Help the children to compile a list of things at home which belong exclusively to them and another list of things which belong to everyone in the family.

28. Encourage the pupils to act out scenes to show ways in which the family members share with one another.

29. Ask the children to tell how they help to take care of the family property.

30. Plan with the children picnics, birthday and holiday celebrations. Suggest that they carry out plans at home.

31. Discuss with the children plans involved in preparing for company.

32. Draw pictures of things families can do together. Display pictures of families and write stories about what the families are doing. Evaluate.

33. Discuss ways in which we can make living together in the home safer, more comfortable, friendlier, etc.

34. Discuss how children can help a new student in the classroom.

35. Show pictures of happy families. Have children list things that make a happy family.

36. Make a surprise gift for the parents or the home.

37. Discuss what happens when duties are not carried out in the home.

38. Discuss the anatomy and physiology of the reproductive system of selected lower mammals and compare them with the human reproductive system.

39. While using transparencies of male and female skeletal and muscle systems, discuss the similarities and differences. Emphasize how these differences are related to different roles in life.

40. Discuss pregnancy, duration of pregnancy, no difference in pregnancy because of ethnic group, all ethnic groups fertile with one another.

41. Relate how parental hereditary characteristics are transferred to offspring.

42. Draw pictures of self - (boy or girl).

43. Write short paragraphs on "Where did you come from?" Follow with discussion to clarify misconceptions.

44. Identify and discuss slang and baby language. Guide children to use of correct terms.

45. Display life-sized anatomy chart.

46. Ask children to bring in illustrations of parents and their offspring (plant, insect, animal and human).

47. Ask the children to cut out pictures from magazines illustrating care and attention of new arrivals. Have children interpret pictures.

48. Ask the children who have younger brothers and sisters to tell the class how these younger children are unable to do things the other older children can do.

49. Use a full length mirror in the classroom to see differences in growth, etc. (male and female).

50. Have boys discuss what they like about being male or girls discuss what they like about being female. (Teachers should emphasize similarities rather than differences.)

51. To illustrate animal birth from eggs within the body provide the classroom with a pet (mouse, rabbit or hamster).

52. To illustrate the recent physical growth of each child use previous health records. Compare averages of girls and boys.

53. Have class discussion about the "stages of growth" including newborn, infancy, childhood, adolescence, adulthood, and old age. Discuss growth changes that take place at each stage and emphasize the idea of variations in growth at each stage.

54. Discuss the secondary sex characteristics that occur at different ages - infancy, early childhood, preadolescence, adolescence and maturity.

55. Discuss all myths and misconceptions they have heard about sexual development, menstruation, nocturnal emissions, masturbation, etc.

56. Provide a question box for the students who are reluctant to ask questions in class.

57. Show students transparencies or charts of a boy and girl during the preadolescent and adolescent period of their lives. Have students discuss the observable differences. Discuss the following physical, chemical (hormonal) and personality changes that occur during puberty:

    MALE - Deepening of the voice, enlargement of the testicles, sperm cell production, ejaculation, increased production of androgens, pubic hair, axillary hair, beard appears, surge in growth, cardiovascular and respiratory growth, increased shoulder breadth, larger chest cavity, increased muscular definition, greater agility and motor coordination, development of reaction speed and perceptual-motor skills, changes in metabolism, members of the opposite sex become increasingly attractive, many new relationships and problems develop, masturbatory experiences, heterosexual activity likely to begin.

    FEMALE - Voice deepens slightly, changes in metabolism, increased production of estrogens, pubic hair, axillary hair, onset of menarche, ovulation, breast development, deposition of fat in skin, development of heterosexual feelings, masturbatory experiences not as likely as in male.

    Stress the reasons for the changes and why they are necessary for maturation.

58. Discuss awkwardness and lack of coordination as being characteristic of adolescence.

59. Discuss condition of acne and importance of skin care and good grooming.

60. Discuss with the class why a sports hero, movie star or TV idol is popular. Compare their present favorites a few years ago. Have them give reasons for their personal choice of favorite celebrities.

61. Discuss how children are taught their sex roles by their parents, friends and society, from infancy to adulthood.

62. Ask the class to discuss the meaning of peer pressure and how it often results in conformity.

63. Establish definitions of petting, necking and making out. Ask the class if their parents are aware of these present-day definitions.

64. Have children label parts of body in a drawing (ditto, or bulletin board drawing).

65. Have children write about how they felt when they first got a new brother or sister.

66. Plan and carry out the preparation of a class picture book (part devoted to mother's role; part devoted to father's role).

67. In small groups (single sex) have students discuss what they find to be more embarrassing aspects or areas of concern accompanying the changes in their bodies. These should be summarized and presented to the total class.

68. Have class share where and how they first learned of human reproduction and their feelings and reactions at the time.

69. Cite examples from one's childhood of outgrowing certain friends because of different rates of developing maturity.

70. Debate the topic: "Today Anything Goes, If You Can Get Away With It."

71. List and discuss the most troublesome or controversial issues arising between adolescents and adults.

72. Ask the boys and girls to make separate lists of acceptable behavior patterns and manners. Ask the boys to comment on the girls' list and ask the girls to comment on the boys' list.

73. Ask the girls and boys (separately and anonymously) to write definitions of love. Compare lists to determine appreciable similarities or differences.

74. Ask the students to give illustrations of how their parents showed love and affection to them from early childhood to present. Ask the students how they returned this love and affection.

RESOURCES

Books:

A Baby is Born: The Story of How Life Begins, Milton S. Levine, M.D. and Jean H. Siligmann; New York, Golden Press, 1949. Written for the child 6 to 10 years of age, this is a book for parents to read with their youngsters. The story of how life begins is told objectively and directly and emphasizes the love relationship of the family unit. PR-0204

Aesop's Fables, a Keith Jennison book; Franklin Watts, Inc. Publishers, 575 Lexington Avenue, New York, New York 10022 398.2 A

All Alone With Daddy, Joan Fassler; Behavioral Publishers, Inc., 1969. Ellen is a little girl who likes to be alone with her father. While her mother is away, Ellen tries to take her mother's place in her parent's world. FL-0167

Animals and Their Young, Glenn O. Blough; Row, Peterson and Company, Evanston, Illinois, 1949, 591 B

Stories From Inside/Out, Orvis A. Harrelson; Bantam Books, Inc., School and College Division, 666 Fifth Avenue, New York, New York 10019, 1974.

Stories From Inside/Out: A Discussion Guide for Parents and Teachers, Orvis A. Harrelson; Bantam Books, Inc., School and College Division, 666 Fifth Avenue, New York, New York 10019, 1974.

The True Book of Animal Babies, Illa Podendorf; Children's Press, Chicago, Illinois, 1955, 591 P

Twins, Margaret Rush Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 612.6 L

Films:

Animals and Their Homes, BOCES #831-13, 11 minutes

Baby Animals, BOCES #841-16, black and white, 10 minutes

Big People, Little People, BOCES #831-140, 9 minutes

Birth of Puppies, BOCES #832-82, 16 minutes

Boy to Man, BOCES #832-27, 16 minutes

Films - Cont.

Care of Pets, BOCES #832-38, 13 minutes

Girl to Woman, BOCES #832-28, 16 minutes

Growing Embryo, BOCES #832-92, 17 minutes

Families, BOCES #831-240, 10 minutes

Fertilization and Birth, BOCES #831-186, 10 minutes

Gray Squirrel, BOCES #831-63, 10 minutes

Human and Animal Beginnings, BOCES #832-75, 13 minutes

Inside/Out Series, BOCES (video cassettes), 15 minutes each
- Breakup
- Brothers and Sisters
- Home Sweet Home
- I Want To
- Living With Love
- Love, Susan
- Travelin' Shoes

My Friend the Fish, BOCES #832-163, 18 minutes

My Mother is the Most Beautiful Woman in the World, BOCES #831-147

Old Sheepdog, BOCES #931-320, 10 minutes

Perils of Priscilla, BOCES #832-125, 16 minutes

Wonders of Plant Growth, BOCES #831-119, 11 minutes

Filmstrips and Cassettes:

Growing Into Manhood, BOCES #333-90, 26 minutes

Growing Into Womanhood, BOCES #333-91, 26 minutes

Pamphlets:

Inside/Out, A Guide for Teachers, National Instructional Television Center, Suite 101, 1670 South Bayshore Blvd., San Mateo, CA 94402. This guide or any parts thereof may be reproduced with consent. All inquiries should be directed to NIT, Box A, Bloomington, Indiana 47401
Available from BOCES - in limited quantities. All video tapes available from BOCES on the 29 "Inside/Out" programs.

Kits:

DUSO II, BOCES #123-18

HEN:

Family Life Education, BOCES #HN-12

Chart:

Human Reproduction, BOCES #CH-3

Model:

Human Development, BOCES #MO-1

TEACHER REFERENCES

The "Brain Injured" Adolescent by Sol Gordon, Ph.D., from New York Association for Brain Injured Children, 1973. Available through SEIMC

Curriculum Guide for Human Sexuality K-12, 1974 Edition available from Cortland-Madison BOCES. $7.00 purchase price, Putnam/Westchester BOCES, Yorktown Heights, New York 10598

Curriculum Guides for Family Life and Sex Education: An Annotated Bibliography, 1973. Order by code: FP#10 @ $1.00 per copy from E. C. Brown Foundation, 1802 Moss Street, Eugene, Oregon 94703.

Education for Sexuality, John J. Burt and Linda A. Brower, Philadelphia: W.B. Saunders Co., 1970

Facts About Sex, Sol Gordon, New York: John Day Co., 1973, 612.6 G

Facts Aren't Enough, Marion O. Lerrigo et al.; NEA and American Medical Association, 1962. A very detailed look at the nature and need for sex education is presented in this booklet. It is written for adult use with children, preschool through teenage years. Available through SEIMC. PE-0627

On Being the Parent of a Handicapped Youth by Sol Gordon, published by New York Association for Brain Injured Children. Available through SEIMC.

Parents Responsibility, Marion O. Lerrigo et al., NEA and American Medical Association, 1970. Many parents feel hesitant about when and how to discuss sex with their youngsters. This pamphlet helps to guide them by suggesting many ways to handle common questions and situations which arise as youngsters "grow up." Available through SEIMC. PR-0624

CONSUMER, ENVIRONMENTAL AND PUBLIC HEALTH

OVERVIEW

Emotionally handicapped or learning disabled children watch television as much as their non-handicapped peers and are the victims of advertising claims every bit as often. For example, they are an easy target for the breakfast cereal manufacturer who wants to convince children that "Bang Pop Crunchies" will make them do well in school and have many friends.

It is tremendously difficult to make children recognize false and misleading advertising, and distinguish between useful and effective consumer products and those that may be useless or even harmful. This problem is tied in with the necessity of knowing that if a physical problem exists, one should go to a doctor rather than attempt to cure oneself with non-prescription medicines.

Intermediate ED/LD children may be unfamiliar with many of the natural environmental conditions that man must, to some extent, control in order to remain healthy. They should know that water must be purified before drinking, for example, and that it is unsafe for them to drink the water in streams and lakes.

However, pupils should be taught that not all of the things man does to the environment are good. Some factories make the air and water polluted. Beer and soft drink cans along the edges of highways are examples of how people make the environment dirty and messy.

Although there are people and agencies within the community to help make it a safe place to live, each person has the responsibility of doing his best to keep water, air, parks, lawns, cities and country roads neat and clean for everyone to enjoy.

The children should discuss together the things they can do to help - and there are quite a few! If they understand that trees have to be cut down in order to make the paper they use in school, and that makes the landscape bare and ugly, they may be more willing to write on both sides the the page, and when coloring, to color all the way to the edges. If there is a recycling center in the community, a visit can be educational and fun.

Also important to the development of the emotionally handicapped or learning disabled youngster is the knowledge of public health: its importance, providers of public health services, and their own roles in public health practices and avoiding quackery.

OBJECTIVES

1. Describe the nature of advertising and promotion practices.
2. List some purposes of advertising.
3. Discuss the aspect of truth in advertising.
4. Identify misleading statements and claims in health advertising.
5. Evaluate the use of testimonials and guarantees in health advertising.
6. Evaluate deceptive packaging techniques and higher costs.
7. Develop criteria for evaluating advertising and making better use of health dollars.
8. Interpret the concept of environment.
9. Appreciate the role that the senses play in telling one about one's environment.
10. Create and maintain healthy and safe school, home, and community environments.
11. Be familiar with members of the school and community who work together to maintain safe and healthy surroundings.
12. Express in words or actions a belief that a person's neighborhood is an important place to that person.
13. Relate the meanings of health and of community.
14. Define the need for being able to work with others to maintain a healthful environment.
15. Demonstrate an understanding of the concept of ecological balance.
16. Analyze the relationship between man and his environment.
17. Explain how man has the ability to destroy or preserve the earth's beauty and benefits through thoughtless exploitation or effective planning and constructive action.
18. Describe how the contamination of the environment through abuse is a genuine threat to man's health and future existence.
19. Explain the effects of man's increasing consumption of an environment of finite natural resources.
20. Be aware that the health status of an area is related to the geographic location and the level of development of the area.

21. Cite some agencies, groups, laws, and standards that protect the health consumer.

22. An awareness of the uses and misuses of water, land and air.

23. Evaluate the use and abuse of nuclear energy.

24. Avoid the dangers of medical neglect, self-diagnosis and self-treatment for himself and others for whom he has a responsibility.

25. Name familiar people who are responsible for promoting, protecting and maintaining health.

26. Describe the factors that determine when one should make use of health services.

27. Distinguish between prescription drugs and over-the-counter drugs.

28. Identify the characteristics of non-prescription drugs.

29. Distinguish between medical and non-medical health practitioners.

30. Evaluate the practice of using another person's medication.

31. Compare the functions of medical specialists with non-medical specialists.

32. Describe the characteristics of health quackery.

33. Express an understanding of the roles, responsibilities and trainings required in health careers.

34. Cite not only the financial but the humanitarian rewards of health occupations.

35. Express an awareness of future opportunities in health careers.

36. Determine that there are health careers for all types of skills, i.e. professional, technical, physical.

MAJOR CONCEPTS

1. Religious beliefs, customs, superstition, faddism, cults, and family influence consumer buying.

2. Evaluation of standards, health products and health services requires critical thinking.

3. Emotions, family patterns and values influence selection and use of health information, products and services.

4. Consumer health involves wise judgment and selection of health information, products and services that pertain to health.

5. The quality of a product may mean spending more - a bargain is not always a saving of money.

6. Many health agencies and organizations serve, protect and inform the consumer.

7. Some health products are inferior or unneeded.

8. Accurate information on labels, in advertising and promotions, are consumer rights.

9. Advertising often affects what we buy, thereby affecting our health.

10. Some advertised products can be harmful to children.

11. Advertisements affect you in many different ways.

12. Use of health information products, and services is influenced by values and perceptions.

13. Health information, regardless of accuracy, may come from various sources.

14. Much health information comes from family and friends.

15. The existence of man depends upon his interrelationships within the environment.

16. Our immediate surroundings, including the people in the surroundings, have an effect on us.

17. Human life depends on water and air.

18. We are dependent upon many people for safe water and air.

19. Radiation in the air has come to be considered a pollutant.

20. Man depends on the organic and inorganic world around him in order to survive.

21. The environment has a significant effect on individual and community health.

22. Nuclear energy can be both beneficial and harmful to man's environment.

23. There are living and non-living hazards in our environment.

24. Your sense organs alert you to all that is going on about you.

25. Each of us can improve his environment.

26. There are ways to protect ourselves against the effects of the environment so we can live in safety, comfort, and good health.

27. A neighborhood is a place to live, play, work, go to school and enjoy.

28. Everything in your neighborhood is part of your environment.

29. Disposal of sewage or waste disposal can contribute to the transmission of disease.

30. People must be protected against diseases borne by food.

31. Laws and regulations protect our health and health of others.

32. Professionally trained health specialists safeguard our health.

33. There are many different kinds of medical and health related specialists.

34. Unlimited opportunities are available in many fields under the broad spectrum of health careers for those students who are interested in richly rewarding occupations.

35. Health career opportunities can lead to great satisfactions that one receives from helping others.

36. A person must be able to select qualified and competent medical, dental, and allied health personnel and services.

37. The identifying and analyzing of pseudo-scientific personnel, practices, nostrums, and devices are necessary to protect one's health.

38. Self-diagnosis and treatment can endanger health.

39. Many people work to protect our food.

40. Some people who help us are medical or health workers.

41. Noise has an effect on how we feel and act.

42. Protection and promotion of health is an individual and community responsibility.

43. Many people work in different places in the community to keep us well.

CONTENT OUTLINE

I. Evaluating Health Information
   A. Reliable sources
      1. Medical doctors
      2. Dentists
      3. Health department
      4. Pharmacists
   B. Unreliable sources
      1. Mass media
         a. T.V.
         b. House to house peddling
         c. Newspaper
         d. Mail order gimmicks
      2. "Friendly" advice

II. Fraudulent Consumer Information
   A. What is a quack?
      1. Recognizing a quack
      2. Common quack approaches
      3. Hazards of quackery
   B. Why people consult medical frauds
      1. Fear
      2. Lack of information
      3. Emotional appeals of nostrums and devices
      4. Specific cases and kinds of quackery

III. The Individual as a Health Consumer
   A. How are health consumers important?
      1. Influence on the kinds of health services and products made available
      2. Prices of items are affected by consumer actions
   B. What special problems do health consumers face?
      1. Deciding when to seek health services
      2. What health problems can be treated without visiting a doctor
         a. Self-medication
         b. The hazards of treating oneself for illnesses
      3. The Scientific Revolution
   C. How to be an intelligent health consumer
      1. Purchasing and using drugs and medicines
         a. Prescription medicines
         b. Non-prescription medicines
            1. Labeling
            2. Limitations of use
            3. Other pertinent information
      2. Choosing medical and dental care
         a. Types of medical doctors
         b. Health-related specialists
         c. Dentists
         d. Other nonmedical health personnel
      3. Making the most of the health dollar
         a. Knowing what is needed before buying

b. Comparing values and checking the quality of products and services
c. Following the advice of your physician
d. Buying health products in sensible quantities
e. Watching for opportunities for buying or taking advantage of services or products
f. Keeping records of all costs of health purchases

IV. Undesirable Promotional and Advertising Techniques
A. General criticisms of health advertising
1. Claims are distorted beyond that which is approved in the products final printed labeling
2. Encourage unnecessary purchases
3. Stimulate emotional rather than rational buying
4. Advertising increases the cost of health products
5. Advertising language is often confusing and meaningless
B. Deceptive health advertising
1. Guarantees
2. Incomplete labeling
3. Deceptive packaging
4. Exploitation of special groups
a. Children
b. Teenagers
c. Older population

V. Man's Health Due to His Environment
A. Air
1. Necessity for oxygen
2. Disposal of carbon dioxide
3. Pollutants
a. Factories
b. Transportation
c. Pesticides
d. Power plants
e. Open dumps
B. Water
1. Pure water for cellular use
2. Water containing pathogens
3. Pollutants
a. Industrial
b. Sewage
c. Detergents
d. Insecticides
e. Motor boats
C. Soil
1. Uncontaminated for good growth
2. Soil containing pathogens
3. Urbanization taking needed soil areas

VI. Maintaining a Healthy Environment
A. Home
B. School
C. Community

VII. Garbage and Refuse Disposal
- A. Problems of accumulation
- B. Proper storage of substances to be disposed until collected
- C. Collection
- D. Modern disposal methods
- E. The individual's responsibility
- F. The community's responsibility

VIII. Insects and Rodents
- A. History of disease caused by insect vectors and rodents
- B. Scope of the present-day problems
- C. Modern control methods
- D. Community agencies responsible for control procedures
- E. Individual responsibility

IX. Food
- A. Old methods of handling food
- B. Modern food handling techniques
- C. Food laws
- D. Milk sanitation
- E. Pasteurization
- F. Food contamination
- G. Transmission of disease by food
- H. Protecting our food supplies

X. Is There a Health-Related Career for You?

LEARNING AND EVALUATIVE ACTIVITIES

1. Visit a real or imaginary supermarket. Look for all the things you can find to help keep us healthy. Talk about those you think are best. Make pictures of them. Why did some products attract you?

2. Read, listen and tape different commercials which advertise a certain product. What does each commercial try to make you believe? To what are the key words appealing?

3. Have class discussion about the many different ways in which children learn about health.

4. Make a mural or scrapbook and/or a mobile showing all the people and ways in which we learn health information.

5. Distinguish between patent medicines and prescription medication.

6. Discuss labeling of patent medicines.

7. Act out TV commercials pertaining to health information. Have the class discuss effects on the listener, reader, recipient.

8. Tell some health ideas or superstitions that have been told to you.

9. Have the class list some of the products that affect health; classify them as beneficial or harmful substances.

10. Compare contents of same product obtained at high and low prices and quality of items purchased in a discount store. Refer to book, THE MEDICINE SHOW.

11. How much do you think it costs to place a full-page cigarette ad in a national magazine or a large circulation newspaper? Have the students write to several publication companies and inquire about the cost of advertising. This information can be compiled to make an interesting bulletin board. Discuss the cost of advertising this particular product. Make a comparison with other products, i.e. regular aspirin to brand named aspirin.

12. Analyze advertisements for "sense appeal." Determine which sense the advertisement is directed toward; what claims are made; how realistic the claims are, and whether the advertising message is direct or implied.

13. Bring an empty OTC drug bottle to class and an advertisement for this product. Read the wording on the box or label carefully to the class. Ask the following questions:

    What precautions are suggested?
    Are possible side-effects mentioned?
    Is there an indication that the drug could be poisonous? If so, is an antidote specified?

    Now read the ad to the class. Are side-effects, precautions, or possible poisonous properties mentioned?

14. Many health products are advertised seasonally and in certain types of media. Using ads from magazines, prepare a display of these ads. Group the ads in such a way that the viewer can recognize the seasonal nature of the ad, as well as the age group for whom the product is intended. For example: nose drops and cough remedies in the winter and suntan lotions in the summer.

15. Is there a difference in the techniques used by tobacco advertising agencies and the ones used by liquor advertising agencies? Using pictures from magazines and newspapers, compare the advertising techniques of these two agencies.

16. Make posters, bulletin board display highlighting the emotional appeals of advertised health products.

17. Collect clippings of advertised products. Identify words that have emotional overtones, and point out ways people are influenced to buy and use these products. Make a class scrapbook or posters.

18. Tape record radio or television commercials relating to CHILDREN's health, and help children to evaluate and discuss advertising.

19. Have representatives of local industries explain to class how they cooperate to keep air and/or water clean; have class visit industry.

20. Have water department representative explain what happens to water before it reaches the home.

21. Discuss how one can tell whether or not water is clean.

22. Discuss individual responsibility for keeping lunchroom and playground neat.

23. Role-play a situation in which courtesy may help to improve undesirable conditions.

24. Discuss the detrimental effects of littering and improper disposal of personal trash, etc.

25. Discuss the importance of a clean and bright home, schoolroom, etc.

26. Have students suggest ways in which the schoolroom can be improved.

27. Ask students to tell all of the ways in which water is used by man. Develop a bulletin board display showing these uses. Or visit a water plant or pictures can be shown.

28. Illustrate how air carries particles too small to see by opening a bottle of aromatic material (perfume) and asking students to indicate when they are first aware of the bouquet.

29. Ask students how they know what is cooking in the kitchen when they are in a room other than the kitchen.

30. Draw pictures depicting disease germs; write a story about a germ who delights in bad health habits that help him get around the community.

31. Ask students to observe overcast conditions not due to weather; discuss the reaction this may have on people (coughing, a taste in the mouth, etc.).

32. Collect pictures of ponds, lakes, rivers, and reservoirs and ask the class whether they think it is safe to drink water out of or to swim in these places.

33. Place a tape recorder in the gymnasium, lunchroom, library, classroom, etc. Record a few minutes of noise level from each room. Ask students to explain reasons for different noise levels in different rooms.

34. Play an unfamiliar song with volume turned up while students attempt to concentrate on learning something unrelated to the song. Point out the various types of behavior that you observed during this experience.

35. Have students collect pictures of things which contribute to the noise level of our environment.

36. Discuss when noise is fun vs. when noise is irritating.

37. Set up a child's room to point out dangers of a cluttered room.

38. Each child reports on a chore he performs daily to help keep his home clean.

39. Discuss and demonstrate proper methods for disposing of wastes; make waste baskets for home use.

40. Explain about the source of radioactive particles (make this a basic explanation).

41. Investigate the nature of air pollution and the role of the health department in this problem.

42. Visit hospitals, restaurants, etc. to observe these laws being enforced.

43. Ask students to be aware of unsanitary practices or of heavily littered areas observed in the community. Have them determine if a law is being broken and if there is an agency to correct the problem.

44. Arrange a trip to a water treatment plant or to a conservation area. Class discussion on the variety of responsibilities in these areas. Discussion of federal, state and local laws concerning these areas.

45. Discuss how water becomes unfit to drink.

46. Write individual or group letters for information on rodent control, insect control, garbage disposal, etc. in your area.

47. Have students do research on the effectiveness of innovations in garbage disposal, i.e. shipping it from large cities to abandoned mines, covering with dirt and building communities upon it.

48. Arrange a trip to sewage disposal plant. Discussion on local efforts to protect water (proximity of sewer lines to fresh water lines), water purification methods, recycling techniques.

49. Discuss household and field pests (rats, mice, roaches, flies, other rodents).

50. List and discuss the atmospheric conditions which effect an individual's performance in daily activities (temperature, relative humidity, cloudy or bright).

51. Write an individual or group letter to the city water department requesting literature on how water is filtered and purified.

52. List and discuss the peripheral conditions which affect on individual's performance in daily activities (noise level, motion around him, odors, etc.).

53. Have representatives of the American Red Cross and Civil Defense explain their role in such events as floods, tornadoes, fire, nuclear warfare, etc.

54. Plan an outdoor trip; investigate knowledge needed about environmental factors; what equipment would be required to maintain comfort?

55. Discuss the work being done to prevent pollution in recreational and camping areas; have the students construct posters showing how they could help to maintain these areas.

56. Discuss how disease can be transmitted by pets.

57. Have students construct posters showing life cycles of flies, mosquitoes, and other disease vectors.

58. Have students ask parents to help them check filters in air conditioners, humidifiers, stove hoods, furnaces, etc.

59. Discuss how technological advances may further upset our ecology.

60. Make a bulletin board showing how man interacts with his environment.

61. Discuss the effects of no water, air, food on society.

62. Make models showing an unpolluted water supply and a polluted water supply.

63. Take a field trip to discover how many industries are polluting the atmosphere.

64. Have the students research air pollution in Cortland County.

65. Discuss the pollution of the Tioughnioga River.

66. Invite a public health official to explain how the agency protects the individual in environmental health.

67. Discuss the various ways that the effect of temperature affects man's health.

68. Borrow a geiger counter from the science department and have students check out radiation in the classroom, labs, any black light source, and T.V.

69. Develop in the students an interest in recycling of materials.

70. Examine specimens from streams and ponds in the area in order to see the number of organisms that grow in the water.

71. Make a word collage for the bulletin board related to a clean environment.

72. One of the major problems in developing faster-than-sound aircraft is resulting "sonic boom." A written report on this topic, and how it affects the lives of people, would be an interesting investigation.

73. Have class visit a dairy to inspect facilities for fresh, clean milk.

74. Have a class investigate sanitation in a bakery.

75. Observe the effect of prolonged exposure on foods that require special storage. Think of ways to store various foods.

76. List ways that children can help to promote good health in the community.

77. Discuss the proper use and maintenance of drinking fountains and lavatories.

78. Have a fireman explain to children the danger that exists in a smoke-filled room; how to conduct oneself when a fire occurs. (How to report a fire.)

79. Have the school dietitian explain the necessity of the precautions taken in the kitchen and lunchroom (clean, white clothing, rubber gloves, hair nets, or hats, etc.).

80. Have students help to make posters that show good lunchroom practices. Evaluate.

81. Take the children to visit the cafeteria showing the preparations of food and how the dishes are washed.

82. Visit a nearby market or discuss the reasons for packaging food, for refrigerating food, etc.

83. Discuss the importance of taking the right kind of medicine and why the pharmacist must know all about substances that make up medicine and drugs.

84. If any children have had experiences in hospitals, a discussion of how they were helped and by whom can be used.

85. Discuss how research people are always looking for new ways to keep people healthy and how the laboratory people can help doctors.

86. Have children relate their experiences with the dentist.

87. If there is a dental hygienist in the school, arrange a visit. Have the hygienist tell about the dentist's work and explain the role of an assistant.

88. Ask the students to tell what they think happens to food before it comes to them in cans, frozen packages, etc.

89. Discuss how certain people inspect foods to make sure they are safe for eating.

90. Ask: Who are some of the school employees that help to keep us healthy besides the principal and teachers? How does the cafeteria worker help? Does the janitor help? If so, how? The school nurse? Dental hygienist? School doctor? The teacher?

91. Have children find pictures of community helpers to contribute to a bulletin board.

92. Play a game: "I'm Thinking" of the person who mixes the medicines the doctor tells you to take, etc.

93. Have children make up slogans and commercials to present to classmates about vitamins.

94. Discuss use of medicine (such as taking what the doctor prescribes, taking only from a responsible adult).

95. Have children identify other medical specialists and tell what each does. (Examples: pediatrician, dermatologist, ophthalmologist, obstetrician.) Have children discuss their relationship with the pediatrician and the dentist.

96. Invite the school nurse or physician to discuss what health services are needed by a family and how these may be secured.

97. Report amounts spent in the United States for amusement, cosmetics, alcoholic beverages, health services, education, vitamins, and other products. Contrast these figures and discuss their implications.

98. Invite a physician to discuss his training, ethical standards, daily work, writing a prescription, and local requirements for a license to practice medicine.

99. Discuss the importance of immunication programs. Have a physician or nurse explain these programs to your class.

100. Invite local public health official to discuss the laws in your area which govern waste disposal.

101. Have students write about the learning situation in an unsupervised classroom.

102. Compare food waste in this country with that in other countries.

103. Read about and discuss the history of disease prevention.

104. Have interested students report on dehydrated foods.

105. Demonstrate to class how various foods absorb water.

106. Diagram and discuss the water cycle.

107. On a poster board, make a copy of a label from a prescription drug. Use this display to discuss the usefulness of a prescription. You may find that many of the young people in your classroom do not understand the purpose of all the items on the label or why it is important to take the drug in its entirety at the times which were directed by the doctor unless side-effects occur.

108. Many science-fiction stories, novels, and movies talk about a future where mind control by drugs will be common. Examples of these are: Brave New World and Walden II. Have the students report on this type of book and include such information as:

What kinds of drugs were used?
Are the drugs like any which exist today?
How would the student feel about a world where mind control by drugs is common?

Some of the students might like to use their creativity and actually write a short story using fictitious drugs which have strange effects.

109. Construct posters illustrating various medical specialists and post them in the classroom and other school locations.

110. Develop a bulletin board for the nurse's office on health services available to students.

111. Develop a bulletin board display illustrating the health protection afforded by community agencies.

RESOURCES

Books:

About Jerry and Jimmy and the Pharmacist, Frances B. Thompson; Melmont Publishers, Inc., Chicago, Illinois, 1964

About Miss Sue, the Nurse, Frances B. Thompson; Melmont Publishers, Inc., Chicago, Illinois, 1961

About People Who Run Your City, Newman-Sherman; Melmont Publishers, Inc., Chicago, Illinois, 1963, 352
N

A Tree is a Plant, Clyde Robert Bulla; Thomas Y. Crowell Company, New York, 1963, 582
B

Being Healthy, Laidlaw, Grade 2, Chapter 8

The Carrot Seed, Ruth Krauss, Record: The Carrot Seed

Consumer Health, Scott, Foresman Co.

Dentist's Tools, Carolyn Lapp; Medical Books for Children; Lerner Publications, Inc., 241 First Avenue North, Minneapolis, Minnesota 55401, 1961, 617.6
L

Doctor John, Frances B. Thompson; Melmont Publishers, Inc., Chicago, Illinois, 1959

Doctors and Nurses, Carla Greene; (In I Can Read Book), Harper and Row, New York, 1963

Doctor's Tools, Marguerite Rush Lerner; Lerner Publications, 241 First Avenue, North, Minneapolis, Minnesota 55401, 1959

Health and Growth, Scott, Foresman Co., Book 3, Chapter 7

How Doctors Help Us, Alice M. Meeker; Benefic Press, Chicago, Illinois, 1964

How Families Live Together, Malcolm Provus, Benefic Press, Chicago, Illinois, 1963, 301.42
P

How Hospitals Help Us, Alice M. Meeker; Benefic Press, Chicago, Illinois, 1962, 362.1
M

Books (Cont.):

How People Live in the Big City, Muriel Stanek and Barbara Johnson; Benefic Press, Chicago, Illinois, 1964, 301.3
S

How We Get Our Mail, Edith McCall; Benefic Press, Chicago, Illinois, 1961, 383
M

Jill's Checkup, Ruth Jubelier; Melmont Publishers,Inc., Chicago, Illinois, 1957

Keeping Healthy, Laidlaw, Grade 4, Chapter 10

Let's Go To Vote, Agnes McCarthy; Putnam Publishers, New York, 1962, 324
M

Mr. Zip and the U.S. Mail, June Barr; Albert Whitman and Company, Chicago, Illinois, 383
B

Plants into Seeds, Dorothy Wood; Follett Publishing Company, Chicago, Illinois, 1963, 581
W

Policeman Mike's Brass Buttons, Ruth Tooze; Melmont Publishers, Inc., Chicago, Illinois, 1951, 352
T

To Know a Tree, Thomas M. O'Brien; Holt, Rinehart and Winston, Inc., New York, 1963, 582
O

The True Book of Trees, Illa Podendorf; Children's Press, Inc., 582
P

We Read About Seeds, Harold Tannenbaum; Webster Div., McGraw-Hill Book Company, New York, 1960, 582
T

Films:

Air Pollution, A First Film, BOCES #831-252, 8 minutes

The Animals Are Crying, BOCES #832-282, 15 minutes

Baby Rabbit, BOCES #831-309, 11 minutes

Buttercup, BOCES #831-300, 11 minutes

Films (Cont.):

Carp in a Marsh, BOCES #831-238, 7 minutes

Communities Keep Clean, BOCES #831-204, 11 minutes

The End of One, BOCES #831-220, 7 minutes

Everglades (National Park), BOCES #831-361, 7 minutes

Forest Fisherman, Story of an Otter, BOCES #832-238, 16 minutes

Growing, Growing, BOCES #831-276, 11 minutes

How About It?, BOCES (video cassette), 7 minutes

Inside/Out Series: BOCES (video cassettes), 15 minutes each
Buy and Buy
Just One Place
You Belong

The Lorax, BOCES #833-87, 24 minutes

Must We Have Noise?, BOCES (video cassette), 11 minutes

Our Community, BOCES #841-33, 12 minutes

Our Wilderness, BOCES #831-274, 10 minutes

People Shop: Hospital in the Community, BOCES #832-269, 18 minutes

Preserving Our American Wilderness, BOCES #831-275, 10 minutes

What Our Town Does for Us, BOCES #831-24, 11 minutes

Pamphlets:

An Environmental Checklist, N.Y.S. Department of Environmental Conservation, 50 Wolf Road, Albany, N. Y. 12201

Background on Nutritional Labeling, Cereal Institute Corp.

Consumer Product Information, Public Documents Distribution Center, Pueblo, Colorado, 81009

Help Give Earth a Chance, N.Y.S. Department of Environmental Conservation, 50 Wolf Road, Albany, N. Y. 12201

The Label is More Than a Decoration, Pillsbury Corp., 840 C Pillsbury Building, Minneapolis, Minnesota, 55402

Pamphlets (Cont.)

Paper from Paper, Not from Trees, Marcal Paper Mills, Inc., East Paterson, N. J., 07407

Filmstrips and Cassettes:

Wildlife Ecology, BOCES #392-6

Witchcraft to Modern Medicine, BOCES #392-7

HENS:

Consumer Education Materials, BOCES #HN-6

Environmental Health, BOCES #HN-11

Other Sources:

New York State Department of Environmental Conservation
Publications Room 107
50 Wolf Road
Albany, N. Y. 12201

New York State Office of Parks and Recreation
South Mall
Albany, N. Y. 12223

United States Department of Agriculture
14th Street and Jefferson Drive, S.W.
Washington, D.C. 20250

Bureau of Outdoor Recreation
Washington, D.C. 20240

National Park Service
Interior Building
Washington, D.C. 20240

Soil Conservation Service
Washington, D.C. 20250

National Wildlife Federation
1412 Sixteenth Street, N.W.
Washington, D.C. 20036

Other Sources (Cont.):

Raptor Research Foundation, Inc.
Byron E. Harrell, Pres.
University of South Dakota
Vermillion, South Dakota 57609

Niagara Mohawk Power Corporation

For photographic books, magazine articles, specialized subjects:

Eastman Kodak Company
Sales Service Division
Rochester, New York

SAFETY AND FIRST AID

OVERVIEW

Safety education should originate within the home and be continued in the school. Experiences come through daily living and class instruction in safety. Safety education must be given its rightful place in all classes, not in just one. The resources of many non-school agencies can be used to enrich the overall program. The Fire Department, the Traffic Division of the Police Department, insurance companies and industrial safety engineers can all contribute to the basic school safety program. We must make life at school as safe as possible, and provide a planned program of safety education. An annual safety week program is not enough as habits, skills and desirable attitudes develop slowly.

What should the children be prepared to do if accidents occur? For a child who does not know what to do, to attempt to help someone who is hurt may result in further injury to the victim. Children should concentrate on learning how and when to help themselves when they are young. They should learn to recognize when to get help for someone else or when they are seriously enough hurt to request help for themselves. They should know their own phone number, and where to find that of the fire department and the police station. The main emphasis with young children, however, should be preventive.

OBJECTIVES

1. Explain basic functions of various groups which exist to help prevent accidents and eliminate or control hazards.

2. Identify unsafe situations and learn to avoid them.

3. Identify common safety hazards in one's home, school and community.

4. Practice behavioral traits which will enhance the safety of oneself and others.

5. Define the specific roles of the people directly related to the promotion of safety in the school and community.

6. Identify areas of risk to individual and group safety that might occur specifically during holiday time.

7. Identify areas of risk to individual and group safety that might occur during a particular season of the year.

8. Define some hazards to the pedestrian, the bicyclist, the bus passenger, and the automobile passenger.

9. Describe the major responsibilities of being a pedestrian, a bicyclist, and a bus or automobile passenger.

10. Demonstrate courtesy with peers.

11. Define a selected number of school safety rules.

12. Contribute toward the development of a safe school environment.

13. Identify the hazards that relate to various daily activities.

14. Illustrate relationships between human behavior and accidents.

15. Relate precautions taken to the reduction of hazards and accidents.

16. List the emergencies which may occur during the course of daily living that would require first aid.

17. Demonstrate selected ways of preventing accidents to individuals, families, and community members.

18. Demonstrate the effective use of first aid equipment.

19. Outline basic first aid procedures which help in saving lives and minimizing injury.

20. Use first aid techniques to combat different emergency situations.

21. Rank, with respect to immediacy of treatment, the injuries which may occur during emergencies.

22. Practice basic standard first aid procedures.

23. Practice mouth-to-mouth resuscitation.

MAJOR CONCEPTS

1. Safe conduct to and from school becomes an individual's responsibility.
2. We should be aware of many different things when we are walking.
3. There are community helpers and other school people concerned with our well-being.
4. Education and planned action can save lives in hazardous situations relating to fire.
5. We can practice safety and courtesy away from school to help prevent accidents in play activities.
6. Courtesy and conduct are important for good school safety.
7. An understanding of the potential of electricity is important in establishing a safe household atmosphere.
8. Increased freedom in play activities requires safety practices.
9. A knowledge of the cause and kind of accidents can help individuals plan for more responsible action.
10. Many home accidents can be eliminated by the action of individual family members.
11. The individual must assume responsibility for the safety of himself and others.
12. Fire prevention is part of civic and individual responsibility.
13. Knowledge and practice of safety rules in recreational activities helps prevent accidents.
14. A person must know what to do and what not to do and be able to carry it out in time of emergency in order to minimize human suffering and pain.
15. First aid is the immediate and temporary care rendered to a victim of an accident or sudden illness until medical aid can be obtained.
16. A person should know proper components and uses of survival and first aid kits.

CONTENT OUTLINE

I. Traffic and Pedestrian Safety
   A. Traffic signs
   B. Identifying accident causes
   C. Pedestrian accidents
   D. Safety Patrol
   E. Bicycle
   F. Traffic regulations
   G. Seat belts

II School Bus Safety
   A. Safety while waiting for the bus
   B. Safe actions while boarding and riding
   C. Safe behavior when and after leaving the school bus
   D. Emergency bus drills

III. Bicycle Safety
   A. What is required equipment for a safe bicycle
   B. Basic skills for safe operation of a bicycle
   C. School/community programs in bicycle safety

IV. Winter Safety
   A. Sledding and tobogganing
   B. Skating
   C. Skiing
   D. Snowballing
   E. Snowmobiling
   F. Ice Fishing

V. Spring and Summer Recreational Safety
   A. Kite flying
   B. Baseball and softball
   C. Swimming
   D. Boating
   E. Camping and hiking
   F. Nature's hazards
      1. Snakes
      2. Poisonous plants
      3. Thunder and lightning storms
      4. Strange animals

VI. Fire Safety
   A. Matches and their proper use and storage
   B. Some common liquids that can burn
   C. Community efforts in fire protection
   D. Man-made causes of fires
   E. Proper procedures to follow in case of fire
      1. The fire drill at school and at home
      2. Plans for each specific area of the school and home
      3. How to report a fire
      4. Hazards of false alarms

VII. Home Safety
- A. Falls and their prevention
- B. Burns and scalds and how to avoid them
- C. Poisoning (gas)
- D. Poisoning (solid and liquid)
- E. Electrical problems and emergencies
  - 1. Safety devices
  - 2. Signs of trouble
- F. Other miscellaneous home hazards
- G. Obtaining help in emergencies

VIII. School Safety
- A. Classroom environment and school routine
  - 1. Handling tools, scissors and other sharp objects
  - 2. Tricks, tripping and roughness
- B. Corridors and stairs need to be kept safe
- C. School grounds and play equipment safety
- D. Laboratory and safety rules
- E. Auditorium and rules of conduct
- F. Gymnasium safety
- G. Lavatory behavior
- H. Safe behavior in the lunchroom

IX. Safety on the Holidays
- A. Halloween
  - 1. Costumes
  - 2. Trick or treat
- B. Christmas
  - 1. Making your tree a safe one
  - 2. Decorations - pretty, but safe
- C. Independence Day

X. Survival Education
- A. First aid kit
  - 1. Proper components
  - 2. Proper uses
- B. Survival in natural disasters
  - 1. Storms, hurricanes, tornadoes
  - 2. Floods
  - 3. Earthquakes

XI. Basic First Aid
- A. Basic principles
  - 1. Sending for help
  - 2. Providing for comfort and safety of victim within limits
- B. Control of bleeding
  - 1. Types of bleeding
    - a. Nosebleed
    - b. Cuts and abrasions
    - c. Puncture wounds
  - 2. Methods of control
    - a. Direct pressure
    - b. Elevating injured part
    - c. Application of cold packs

C. Contusions (bruises) and sprains
    1. Application of cold pack
    2. Disinfection in case of abrasions
D. Possible fractures
    1. Do not move patient
    2. Immobilize the part
    3. Keep victim warm
E. Burns
    1. Heat induced
        a. Cold water
        b. Degrees of burns
    2. Chemical burns
        a. Wash immediately
        b. Acids and bases
        c. See doctor as soon as possible

LEARNING AND EVALUATIVE ACTIVITIES

1. Make bulletin board displays on safety in and around the school.
2. Make up safety riddles, "Carry me with my point down."
3. Make a display of toys or small play equipment which can be dangerous if not correctly used. (Marbles, hard balls, jump ropes, sling shots, BB guns, dart games, bows and arrows, etc.) Discuss why each may be dangerous.
4. Have the class develop some rules of "safe play" (marbles and other objects kept out of the mouth, nose, ears; not to run with pointed objects; not to throw hard objects).
5. Discuss taking turns.
6. Dramatize what to do if a ball rolls into a street.
7. Discuss the safe place and way to use a kite; what materials to use for flying a kite.
8. Draw and discuss pictures of places or things to avoid during play (railroad tracks, bridges, refrigerators, plastic bags, caves).
9. Demonstrate care of minor injury. Discuss importance of adult guidance and reporting all injuries no matter how small.
10. Make holders for scissors, needles and other sharp tools. (Paint spools, corks, etc.) Practice the correct use of hammer, saw, screwdriver.
11. Make map of neighborhood showing safe places for play and recreation.
12. Discuss water and boat safety.
13. Demonstrate how to act in case of a home fire (getting out of building, alternate routes, getting brothers and sisters out, getting adult help, calling fire department).
14. Demonstrate how to roll up in blanket if on fire.
15. Discuss why an adult should always be present when they are near an open fire.
16. Demonstrate making a fire extinguisher by putting vinegar in a bottle, adding a small amount of baking soda, which has been wrapped in tissue - put in a stopper (rubber) with a pipette in bottle, turn upside down, and aim mixture into a pail or sink.
17. Demonstrate out-of-doors how to build a fire with wood and matches, demonstrate how to put it out with dirt, sand, water, and blanket. Discuss how to light matches; danger in using kerosene or gasoline to start fire.

18. Discuss the safe use of candles at celebrations. (Include sparklers, blasting caps; etc.) Discuss holiday safety tips at appropriate times of the year. Have children develop bulletin board display illustrating these points.

19. Visit a fire house.

20. Visit the scene of a recent fire in the neighborhood.

21. Discuss behavior during a school fire drill.

22. Conduct simple experiments to show flammability of materials and effects of draft on fire.

23. Discuss what could be results of skates, pencils, marbles left on stairs or floors.

24. Have children make a collection of magazine pictures to be used in a chart depicting household products which may be dangerous; assemble pictures by rooms in a house (bathroom, laundry, etc.).

25. Make a display of plants to avoid (pictures or illustrations). Survey local neighborhood to see how many grow in your area; discuss eating strange berries.
Some common poisonous plants include:

Bulbs of:	hyacinth
	narcissus
	daffodils
	autumn crocus
	Star-of-Bethlehem
Leaves of:	poinsettas
	lilies of the valley
	rhubarb
	oleander
	bleeding heart
Berries of:	mistletoe
	daphne
	yews
	jessamine
All parts of:	laurels
	elderberry
	buttercups
	rhododendrum
	azaleas
	Jack-in-the-pulpit

26. Discuss poison symbol. Construct cabinet made of heavy paper, place in it drawings of all things that may be poison. Discuss taking medicine.

27. Make a display of poisonous animals and insects.

28. Discuss simple safety rules regarding electric light cords, sockets, and use of small appliances.

29. Discuss danger of turning on lights or touching electrical appliances when hands or feet are wet.

30. Discuss electrical storm hazards.

31. Discuss horseplay in any situation.

32. Develop a chart "code of conduct" made by the class after a discussion of individual responsibility in accident prevention (following rules, informing teacher when equipment is worn or broken, etc.). Evaluate.

33. Discuss what to do if an accident happens at school when there is no adult present.

34. Dramatize how the lack of courtesy may cause confusion and danger on stairs, at drinking fountain, etc., and cause others to have accidents. Evaluate.

35. Discuss meaning of courtesy in relation to concern for the other person and safety for others. (No tripping, shoving, etc.)

36. Have children make posters showing do's and don'ts of good housekeeping practices of what happens when floor is not tidy and clean, etc. Evaluate.

37. Discuss reasons for laws and regulations regarding safety and the need to follow them.

38. Have children make a "Be Careful" scrapbook with pictures of hazardous situations or places. Also use pictures of people doing dangerous things or using dangerous objects.

39. Prepare a list of safety rules for use when riding the school bus; or dramatize by arranging chairs to represent school bus. Show correct way of boarding, riding, leaving, and crossing in front of bus. Include emergency evacuation.

40. Have children make posters of school bus rules; street signs; how to cross streets correctly. Prepare posters in art class for the National Safety Poster Contest sponsored by the AAA.

41. Discuss safety problems encountered while going to and from school.

42. Set up traffic situations and illustrate rules for pedestrians. Invite a policeman to visit class to help with discussion.

43. Make list or booklet of animals they may encounter on way to school; how and when they could be dangerous, what to do if bitten.

44. Discuss why pupils should not talk to strangers or accept anything from them.

45. Have children make posters showing dangers of jaywalking. Evaluate.

46. Discuss car passenger safety (seat belts; do not disturb the driver).

47. Have a member of a snowmobile club visit class to discuss safety pointers.

48. Darken room and have pupils dressed in various colored clothing walk in front of room. Be sure to have one pupil wear white. Discuss which colors are more easily seen and the correct way to walk along streets or highways that do not have sidewalks.

49. Make a series of charts or graphs showing the number and kinds of pedestrian accidents in the local community, New York State, or nation.

50. Discuss how behavior should be adjusted to meet unexpected weather hazards.

51. Invite a fireman to explain why we have fire drills. Have actual practice of both fire and civil defense drills. Select alternate routes from class, lunchroom, lavatories. Correlate with national fire prevention week. Demonstrate how to extinguish burning clothing.

52. Schedule visit to fire station with fireman or chief.

53. Interview policeman, nurse, bus driver, school patrol members, etc., about their help in safety.

54. Invite the head of the physical education department to discuss and demonstrate safety on the playground and in the gymnasium.

55. Visit nurse's office to find out how children who are injured are helped.

56. Dramatize "lost child game;" one child is lost and another is policeman. (Each child review home address, telephone number, and name. Learn how to use phone.)

57. Demonstrate typical safe play situations and those containing common accident hazards.

58. Emphasize falling and running hazards.

59. Plan safe games for playground use.

60. Visit bicycle rack and discuss safety for both riders and pedestrians.

61. Make a list of the wheeled vehicles the children own. Discuss where they may be used safely. (Skateboards, scooters, roller skates, etc.)

62. Make charts showing how left and right change as direction changes; correlate it to behavior in halls and on stairs.

63. Demonstrate how to walk up and down stairs; one step at a time; opening doors; controlled rate of walking; going around corners; staying to the right, etc.

64. Demonstrate entering and leaving building (avoid pushing, shoving, tripping, single file, doors properly opened, shoes tied, hats off eyes, etc.).

65. Draw or paint safety posters and illustrations.

66. Bring in newspaper accounts of accidents and have discussion period to try and determine causes and prevention.

67. Discuss close calls, and minor accidents happening to students. Note how some minor accidents become major ones and how to prevent them from happening again.

68. Have a member of local police department explain rules and regulations concerning equipment and operation of bicycle.

69. Keep a record of bicycle accidents and how they could have been prevented.

70. Organize a "clean-up the playground" period to remove hazardous objects.

71. Collect and discuss news articles on home accidents and ways in which these accidents might have been prevented.

72. Make a card for home use listing telephone number of fire and police departments, ambulance, family doctor, nearest relative, and poison control center.

73. Collect date on the causes of fires in homes, public buildings and forests.

74. Invite an electrician from the power company to discuss electrical hazards with the class.

75. Discuss the following in relation to camping; fire hazards, drinking water, axe and knife safety, hiking, poisonous plants, wild animals, getting lost in woods, keeping and leaving a clean campsite.

76. Investigate where swimming lessons are being given in the community, and discuss swimming safety including the following:
    The need for knowing how to swim well.
    Having supervision whenever young people are swimming.
    Safety procedures for diving, using inflated devices, swimming in ocean or surf.
    Demonstrate various non-swimmer rescue techniques.
    Describe buddy system.
    Staying in water too long and swimming after eating.
    Getting a suntan and going barefoot.

77. Anticipate seasonal fire hazards in your locale and list by the season.

78. Show how changes in our way of living bring about new hazards and how old hazards disappear (curling irons, drying hair in oven, being kicked by horse, using ice picks, kerosene lamps, etc.).

79. Discuss the hazards associated with large crowds.

80. Make cartoon drawings depicting safety at home.

81. Complete a home fire hazard checklist and make as many corrections as possible.

82. Participate in fire drills. Discuss ways to improve fire drills. Notice location of fire safety equipment in building.

83. Display of recreational equipment such as canoe, gun, skates, sled, skis, bat, fish hook, etc.; select one item and write good safety practices for using that item.

84. Demonstrate what to do and what not to do when someone else is in trouble in the water.

85. Discover means of personal protection in case of fire.

86. Investigate modern-day methods of controlling fires.

87. Make a list of important telephone numbers for use in emergency.

88. Plan a first aid kit for home, automobile, camping, or hiking.

89. Invite a nurse or physician to speak to class about importance of first aid and basic procedures.

90. Plan a demonstration of the proper method of artificial respiration.

91. Discuss pupils' camp experiences in relation to first aid in emergencies.

92. Have a demonstration of techniques by boy scouts and girl scouts who are qualified in first aid.

93. Keep a first aid kit in the classroom and have a "first-aider" elected each week or two from the class, who observes procedures for "caring for" minor emergencies.

94. Discuss and practice safety procedures for your school, for natural phenomena which might occur in your immediate area.

95. Make a bulletin board display of natural emergencies and what would be needed in each of these emergencies.

96. Have local emergency unit members in to explain their functions.

97. Prepare lists of foods, clothing, medicine, and equipment needed for an emergency.

98. First aid is easily integrated into other health units, i.e. first aid for burns can come into a unit including the skin and sunburn; first aid for eye injuries can tie into a unit on sensory organs.

99. Johnson and Johnson has had Behavioral Research Laboratories at Palo Alto, California write a programmed First Aid text. Because this is such an excellent teaching tool, is interesting to sixth graders and also so closely parallels the content outline, it is recommended as the "text" for this unit - particularly of the sixth grade level.

100. Cut up old sheets or other fabric 36" x 36", then cut diagonally to make 2 triangular bandages. A total of about 40 is adequate for a class of 30 children. Demonstrate hand, knee, foot, and head bandages, and arm sling with triangular bandages. Demonstrate splinting with magazines, corrugated cardboard and padded wood strips; use with triangular bandages. Have the children practice in groups of two or three.

101. Create situations including the use of victims that require first aid. Make-believe blood and artificial wounds are available commercially and from BOCES to make the situation more real. Spell out to the class the situations you are creating. For instance - the victim is bleeding, he is unconscious, but is breathing normally. Then have children render first aid in groups of two.

102. Obtain a resusci-doll from Civil Defense or BOCES and demonstrate its use having the children practice in groups of two. Use instructions that are included. While children are practicing, check the respiration rate - 16-18 is about right. Let everybody have a chance to practice. Select a child that does quite well practicing mouth-to-mouth resuscitation. Have him demonstrate on a resusci-doll for a 30 minute period without resting. The need for steady rate that is not too fast will be obvious. Have class discussion to find out what it was like. For instance, did the child selected get tired?

Books:

About Fireman, J. Hefflefingerr and Elaine Hoffman; Melmont Publishers, Inc., Chicago

Bicycle Blue Book, The Goodyear Tire and Rubber Company, Akron, Ohio 44316

Bicycle Drill Team, Instructor, February, 1973; P.O. Box 6099, Duluth, New Mexico 55806

Bicycle Safety Packet, Bicycle Institute of America, 122 East 42nd Street, New York, N. Y. 10017

Bicycle Safety Packet, Cycling Activities Department, 1856 North Kostner Avenue, Chicago, Illinois 60639

Bicycle Safety Packet, Deutsche Verkehrswacht, Plantanenweg, Bonn/Beuel, West Germany

Bicycle Safety Packet, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611

Bicycle Songs of Safety, Jill and Lawrence Grossman; Holt, Rinehart, and and Winston, Inc., 1964, 784
G

First-Aid: A Programmed Text, B. Haller Igel; Instructional Materials Lab, 18 East 41st Street, New York, N. Y. 10017

FIRST AID
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18 East 41st Street
NYC, N.Y. 10017

FIRST AID COURSE by Johnson & Johnson. Classroom Sets consist of 30 117-page Programmed Textbooks, 30 Test Booklets, 30 Safety Check Lists, Teacher's Manual, color film strip, classroom demonstration kit of first aid products, 30 course completion cards and achievement certificates. Adjunct Sets (as a supplement for a class larger than 30) consist of 10 Programmed Textbooks, 10 Test Booklets, 10 Safety Check Lists and 10 course completion cards. From Instructional Materials Laboratories Inc., 18 E. 41st St., New York, N.Y. 10017.
—Classroom Set $12, postpaid — Adjunct Set $4, postpaid

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School _____
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— Bill Me — Bill My School

Instructor Safety Poster, Instructor, April, 1973

Safe Living, A K-6 Scope and Sequence Booklet, Board of Cooperative Educational Services, 125 Jericho Turnpike, Jericho, N. Y. 11753

Safety Action; Traffic and Pedestrian Safety. A Guide for Teachers in the Elementary Schools, ERIC, Ed 051 164. Delaware State Department of Public Instruction, Dover; Department of Transportation, Washington, D.C., EDRS Price MF-$0.65, HC-$3.29

Books (Cont.):

Safety Education; Grades 4, 5, and 6. Strand V, Education for Survival, ERIC, ED 037 740. New York State Education Department, Albany, Bureau of Elementary Curriculum Development, EDPS Price MF-$0.25, HC-$2.75

School Pedestrian Safety, SCOPE, P.O. Box 254, Oakdale, New York 11769 Price: $8.50

Films:

A Chance To Save a Life, Boy Scout Office, Central Avenue, Cortland, or Civil Defense Office, Court House

And Then It Happened, BOCES #832-229, 18 minutes

Can I Help?, (from Inside/Out Series), BOCES (video cassette), 15 minutes

Liquids Can Burn, BOCES #832-319, 13 minutes

One Got Fat, BOCES #832-200, 15 minutes

Play Safe - Snowmobiles, BOCES #832-100, 20 minutes

Safe In the Water, BOCES #832-332, 15 minutes

School Bus Safety With Strings Attached, BOCES #843-25, 28 minutes

Shelter Construction In Winter, BOCES #832-235, 14 minutes

Survival Kit Part I, BOCES #831-329, 10 minutes

Survival Kit Part II, BOCES #831-330, 10 minutes

16 MM Films Walt Disney, available from Albany SEIMC:

Fire Prevention, #HS 0003
Pedestrian Safety, #HS 0004
School Safety, #HS 0006
School Bus Safety, #HS 0007
Home Safety, #HS 0008

Pamphlets:

Family Guide: Emergency Health Care, BOCES #P-29

First Aid for Little People, Johnson and Johnson, Health Care Division

First-Aid Manual, BOCES #P-28

Pamphlets (Cont.):

Guide for Self-Help and Neighbor-Help for the Injured, BOCES #P-31

In Time of Emergency, BOCES #P-26

Learn Safe Boating, American National Red Cross

What to Do in a Disaster, BOCES #P-30

Leaflets from Civil Defense - ground to air distress signals

Filmstrips:

I Can Read Signs, Motivation Films, H.S. 0034 1-4, 4 filmstrips

HEN:

Fire Safety Materials, BOCES #HN-12